

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2017-2018 Single Plan for Student Achievement (SPSA)**

**School:** Fred T. Korematsu Discovery Academy  
**CDS Code:** 1612590112813  
**Principal:** Amie Lamontagne  
**Date of this revision:** 6/5/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Amie Lamontagne

**Address:** 10315 E Street  
Oakland, CA 94603

**Position:** Principal

**Telephone:** 510-639-3377

**Email:** [amie.lamontagne@ousd.org](mailto:amie.lamontagne@ousd.org)

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Devin Dillon, Interim Superintendent**

**James Harris, Board President**

# 2017-2018 Single Plan for Student Achievement Recommendations and Assurances

**School Site:**

Fred T. Korematsu Discovery Academy

**Site Number:** 172

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** April 27, 2017

6. The public was alerted about the meeting(s) through one of the following:

- ☐ Flyers in students' home languages
 ☐ Announcement at a public meeting
 ☒ Other (notices, media announcements, etc.)

**Signatures:**

Amie Lamontagne

School Principal

Signature

4/27/17

Date

Adriana Corona

Print name of SSC Chairperson

Signature

4/27/17

Date

Sara Stone

Network Superintendent

Signature

5/12/17

Date

Gloria Gamblin

Interim Chief Financial Officer

Signature

5/25/17

Date

## 2017-18 SPSA ENGAGEMENT TIMELINE

**School Site:** Fred T. Korematsu Discovery Academy

**Site Number:** 172

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/8/2016	SSC	Members of the SSC reviewed our 15-16 SPF and the 16-17 SPSA Goals. Members compared progress to the goals and discussed whether or not we should keep the goals. Members proposed adjustments and strategies for the goals.
1/11/2017	Instructional Leadership Team	ILT members reviewed 16-17 SPSA goals and related data. ILT refined SPSA goals, created two additional goals, crafted "if, then" statements, and planned for staff engagement on January Buy Back Day.
1/27/2017	Staff	During Buy Back Day, Principal shared 17-18 SPSA goals with teachers. Teachers self-selected into groups based on the goals. Teachers brainstormed priority strategies, leadership practices, and system practices for each goal. These were incorporated into the SPSA.
2/23/2017	SSC	Principal shared SPSA goals aligned budget priorities identified by both staff and parents (through SSC).
3/9/2017	SSC	SSC reviewed proposed Title 1 expenditures and their alignment to SPSA goals and priorities. SSC members voted to approve proposed 2017-2018 Title 1 expenditures.
3/13/2017	Staff	Staff reviewed 2017-2018 SPSA goals and Title 1 expenditures as voted on by the SSC.
4/27/2014	SSC	

## 2017-2018 Final Budget

### Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$63,875.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$195,704.88	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$22,509.46	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$96,628.84	TBD
<b>TOTAL:</b>	<b>\$378,718.17</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$56,431.33	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,978.34	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$58,409.67</b>	<b>\$0.00</b>

## PART A: ABOUT THE SCHOOL

### School Description

Named for local civil rights hero, Fred T. Korematsu, Korematsu Discovery Academy (KDA) hosts a diverse population of Latino, African American, Asian, Pacific Islander, and Middle Eastern students in East Oakland. We offer two educational paths: English and Dual Immersion (English/Spanish). We also teach an integrated curriculum designed to develop English skills for all of our students, as well as providing specific English Language Development (ELD) classes daily. Our curriculum is based on the Common Core Standards and our teachers focus on highly personalized small-group instruction and mini-lessons that give students time to experience Blended Learning, a technology-rich approach that allows each student to set and achieve goals. Our students show consistent growth on district and state measures!

### School Mission and Vision

At Korematsu Discovery Academy we will provide a nurturing environment committed to achieving excellence. All students will be challenged to reach their maximum potential by learning at their level to provide a solid foundation of skills, knowledge and values. This foundation will enable each student to become a well-educated, productive adult able to cope with an ever-changing world.

All of our learners:

1. Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.
2. Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.
3. Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.
4. Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.
5. Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Reading

#### SCHOOL GOAL for Reading:

100% of students will grow on the SBAC and SRI/STAR annually: Students more than 1 year below grade level will grow recommended amount of growth according to SRI/STAR resources.

#### SCHOOL TARGETS for Reading:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	28.03%	33.03%	38.03%

#### Other Leading Indicators for Reading:

F&P, AR Scores, RazKids Scores, Lexile Levels, Text Complexity activities, SBAC (interims)

**NEEDS ASSESSMENT for Reading:**

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> <li>-Growth on SBAC ELA and SRI</li> <li>-2 CCTLs to support ELA this year</li> <li>-Technology to support blended learning</li> <li>-Showing SRI growth for most students</li> <li>-ELA PLC once per week</li> <li>-PLC is focused on an inquiry protocol</li> </ul>	<ul style="list-style-type: none"> <li>-SRI proficiency is only 28%</li> <li>-Teachers are not familiar with CCSS</li> <li>-Lucy Calkins curriculum is only in it's 2nd full year of implementation</li> <li>-Teachers are not familiar with SRI and what it assesses</li> </ul>

**ROOT CAUSE ANALYSIS**

Since Common Core Standards are new for many teachers and SRI/SBAC are newer measures, most teachers are unsure how to align, differentiate, and deliver instruction in order to support student achievement.

**MATHEMATICS PRIORITY: Mathematics****SCHOOL GOAL for Mathematics:**

Reduce percentage of students performing below standard on SBAC Claim 1 (Concepts & Procedures) by 10% annually.

**SCHOOL TARGETS for Mathematics:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	20.81%	24.81%	28.81%

**Other Leading Indicators for Mathematics:**

Math CEoUs, Summative Assessments, SMI

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> <li>-SBAC Went up</li> <li>-ST Math</li> <li>-1:1 Technology</li> <li>-Math PLC</li> <li>-100% growth teachers attending Saturday Math</li> </ul>	<ul style="list-style-type: none"> <li>-Range of ability</li> <li>-Reading and understanding word problems</li> <li>-Lack of foundational skills</li> <li>-New curriculum</li> <li>-CCSS changed a lot</li> <li>-No math lead</li> <li>-No math coaching support</li> <li>-Lacking knowledge of SMI</li> <li>-Leaning heavily on Math Expressions</li> <li>-Lack of conceptual understanding</li> </ul>

### ROOT CAUSE ANALYSIS

Students lack a rigorous understanding of grade level concepts because teachers are leaning heavily on Math Expressions, do not have a strong understanding of CCSS, and are not implementing the OUSD Core Curriculum Guide.

### CULTURE & CLIMATE PRIORITY: Chronic Absence

#### SCHOOL GOAL for Chronic Absence:

By June 2018, reduce chronic absenteeism to below 10%.

#### SCHOOL TARGETS for Chronic Absence:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	10.41%	9.91%	9.41%

#### Other Leading Indicators for Chronic Absence:

Attendance Rate, URF data, Suspension Data

#### NEEDS ASSESSMENT for Chronic Absence:

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"><li>-Attendance Team formed this year</li><li>-Weekly Attendance Tracker updated</li><li>-Attendance Board letting community know about number of tardies/absences</li><li>-Attendance awards per trimester</li><li>-2nd year of PBIS Implementation</li><li>-Toolbox visible in every room</li></ul>	<ul style="list-style-type: none"><li>-Chronic absenteeism is growing</li><li>-Tier 1 implementation is below 80%</li><li>-High number of COST referrals</li><li>-High number of recess referrals</li><li>-Students out of uniform</li></ul>

### ROOT CAUSE ANALYSIS

Lack of parent education, few school incentives for attendance and an inconsistent implementation of PBIS/SEL practices have led to a high rate of chronic absenteeism.

### FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

#### SCHOOL GOAL for Family Engagement:

By June 2018, 100% of parents will participate in parent conferences and parents will report on CHKS that they feel more connected to school.



**SCHOOL TARGETS for Family Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Percent of families participating in parent conferences	All Students	n/a	n/a	100.00%

**Other Leading Indicators for Family Engagement:**

Attendance of SSC, Parent Workshops, Back to School Night, etc.

**NEEDS ASSESSMENT for Family Engagement:**

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> <li>-Talking Points text messaging service</li> <li>-Family Liason</li> <li>-Week of minimum days in the fall and spring for conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Inconsistent family engagement from teachers</li> <li>-Lack of parent information on what important data points mean</li> <li>-High need for translation support</li> </ul>

**ROOT CAUSE ANALYSIS**

Teachers lack a clear set of expectations and protocols for leading parent-teacher conferences, and parents do not have access to enough information about what their students should be able to do in each grade level, as well as what different assessments mean.

**ADDITIONAL PRIORITY: EL Reclassification****SCHOOL GOAL for EL Reclassification:**

Increase reclassification rates by 10% each year so that 30% of our English Language Learners will be reclassified as measured by Fountas & Pinelle reading level, SRI, and CELDT scores by 2020.

**SCHOOL TARGETS for EL Reclassification:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	10.80%	13.80%	16.80%

**Other Leading Indicators for EL Reclassification:**

F&P, SRI, ELD assessments

**NEEDS ASSESSMENT for EL Reclassification:**

STRENGTHS	CHALLENGES
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-Newcomer TSA -2 CCTLs -Systematic ELD program -Blended Learning (NewsEla, RAZkids, Accelerated Reader, LightSail)	-Lack of parent education on what reclassification means and what the criteria are -Teachers have not been trained on systematic or integrated ELD -Growing number of newcomers in grades 3-5
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### ROOT CAUSE ANALYSIS

Teachers are not consistently implementing Systematic or Integrated ELD, and parents do not have a lot of information about what reclassification means.

## PART C: THEORY OF ACTION

<b>SCHOOL THEORY OF ACTION for Reading:</b>	If students and teachers set standards based goals and track progress towards mastery using differentiated instruction and formative assessments, and teachers ensure that every lesson is planned using standards based curricula and is rigorous as defined by the cognitive demand of the task (DOK), then we will make responsive adjustments to instructional planning and delivery, accelerate learning and progress on those standards will improve which will lead to improvement in SRI and SBAC achievement.
<b>SCHOOL THEORY OF ACTION for Mathematics:</b>	If teachers implement the Big Ideas from the Core Curriculum, ensure that every lesson is planned using standards based curricula and is rigorous as defined by the cognitive demand of the task (DOK), and engage students in daily conceptual practice (number talks or 3 reads), then students' conceptual understanding will improve and fewer students will preform below standard on Claim 1 (concepts and procedures).
<b>SCHOOL THEORY OF ACTION for Chronic Absence:</b>	If we incentivize daily attendance and strengthen climate and culture through PBIS, SEL and uniforms, then students will be more likely to attend school regularly and chronic absenteeism will be reduced.
<b>SCHOOL THEORY OF ACTION for Family Engagement:</b>	If the school sets clear expecations and procedures for conferences and engages parents in workshops to support learning, then teachers are more likely to schedule conferences with every parent and 100% of parents will attend a conference.
<b>SCHOOL THEORY OF ACTION for EL Reclassification:</b>	If we implement Systematic ELD and integrated ELD practices into daily content lessons such as science, social students, math, and reading, then students will improve their vocabulary and 10% of students will reclassify annually.

## PART D: 17-18 STRATEGIES & KEY PRACTICES

<b>Improvement Strategy #1:</b>	Teachers set standards based goals and track progress towards mastery using differentiated instruction and formative assessments, ensure that every lesson is planned using standards based curricula and is rigorous as defined by the cognitive demand of the task (DOK), then we will make responsive adjustments to instructional planning and delivery, accelerate learning and progress on those standards will improve which will lead to improvement in SRI and SBAC achievement.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	100% of teachers will provide a daily reader's workshop block that includes the structure of Mini-Lesson with grade level complex text, Workshop and Closure.	Principal and ILT (Teacher Leaders) will develop PD (Professional Development) and coaching schedules that will address observation data. Teachers will be given a two hour PD that will allow teachers to plan in alignment to our school needs.	Teachers will use PLC time for backwards planning each Calkins' unit and for reflecting on lesson sequences to improve for the next year (living document on Google Drive) once per unit.
1-2	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers, using high-leverage scaffolding	Lead PD to create a matrix for vertical alignment (learning progressions) and create common language around Big Ideas.	ECCTL, ITL, and STIP will provide literacy intervention with LLI. Springboard will be available to support focal students in afterschool.
1-3	Teachers will implement adopted Blended Learning Models: NewsEla, RAZkids, LightSail.	Principal will provide RazKids leveled reading software to all K-2 students and Accelerated Reader/LightSail for grades 3-5. ILT will adopt a schoolwide B.L model to identify with in order to norm the use of technology in the classrooms. Leader will ensure that all lesson plans include a technology component.	Teachers will receive training on all blended learning dashboards.
1-4	Teachers will set goals with students using SRI Growth expectations (moves with students), share these goals and explain SRI/F&P to families at conferences	Principal/ILT will create a reading challenge for the year.	Parents will receive progress reports and be invited to award ceremonies for their students when growth is made.
1-5	Teachers will set standards-based goals that are SRI and vertically aligned to Anchor Standards (Text complexity, vocabulary). These goals would travel in a living document with students from Kinder to 5th Grade to track progress.	Principal and ILT will provide training and support for formative assessment and formal DDI cycle training.	Principal will host reading challenge assembly 1x a month.
1-6	Teachers will teach context clues strategies/word attack strategies.	CCTLs/ILT will provide training/PD on teaching word attack strategies.	School-wide Common Language will be determined for Word Attack strategies.

**Improvement Strategy #2:**

Teachers will collaboratively plan lessons that are rooted in the math practices and content standards and meet the definition of rigor: a balance of conceptual understanding, procedural fluency, and application.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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2-1	Teachers will set student goals based on Big Ideas in Core Curriculum.	Principal/ILT will provide PD time to create Common Language for Big Ideas.	PLCs will conduct cycles of inquiry based on Big Ideas.
2-2	Teachers will link the Core Curriculum Guide to Math Expressions.	PD time will be provided for teachers to learn how to align Math Expressions with Core Curriculum Guide.	PLCs will backwards plan each unit to align Math Expressions with Core Curriculum.
2-3	Teachers will engage the students in either number talks or 3-reads on a daily basis.	Principal/ILT will provide PD on number talks and 3 reads.	Number Talks books and Common Language created for 3-reads strategy.
2-4	Teachers have a concrete understanding of what the students are expected to learn at that grade level.	Principal and ILT to provide PD on standards.	Inquiry Protocol tool will have a space for identified standards to be taught.
2-5	Teachers will use ST Math 30 minutes daily to support students' conceptual understanding.	Principal to provide PD on using ST Math.	Weekly 10-minute ST math data protocol will be implemented at the beginning of each PD.
2-6	Teach math for 60-75 minutes daily.	Ensure math is included daily in every classroom's schedule, and drop in regularly during scheduled times to gather evidence of student learning in mathematics.	Grade level teams create aligned schedules. Look at master schedule to make sure students don't miss math instruction due to interventions or other pull-out programs.

<b>Improvement Strategy #3:</b>	Teachers and school will incentivize daily attendance and strengthen climate and culture through PBIS, SEL and uniforms.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	Teachers will make family contact when students are out for more than 2 days and find ways to support students while out.	Principal will use CIG cycles to guide attendance team in implementing and monitoring impact of focus strategies.	Attendance team will meet monthly to review data and check on progress Attendance clerk and community assistant will meet with parents to develop attendance support plans for all chronically absent students from last and September of this year. Attendance team will identify focal families to specifically work with in regards to chronic attendance.
3-2	Teachers will create class incentives for attendance.	Principal and Attendance Team will create school-wide attendance goals and incentives. Classrooms with the highest attendance rate will earn popcorn parties.	Attendance will be acknowledged at monthly attendance assemblies. Parents will be rewarded for improving attendance with raffles and prizes.

3-3	Teachers will create a family communication board for parents to read with a space for notes to the teacher.	Principal and Attendance Team will update daily attendance on the attendance board.	School Wide sharing of attendance and chronic absence definition. Parent workshops regarding attendance.
3-4	Teachers will implement PBIS/Toolbox practices in classrooms with support from TSA Student Advisor.	4 x a year staff will engage in SEL professional development in collaboration with Behavioral Health and TSA Student Advisor.	Use of the Universal Referral Form will support the tracking of data to ensure that unequal patterns of discipline are identified and addressed.
3-5	Teachers will re-teach behavior at the beginning of the year and throughout the year as needed. Teachers will refer students to COST when students need more comprehensive behavior plans	COST team will meet twice a month with principal to discuss needs of individual students	TSA Student Advisor will enter URF data and print monthly reports.
3-6	Teachers and support staff will positively reinforce behavior with PBIS strategies.	TSA Student Advisor will lead weekly PBIS Team meetings to address school wide areas of focus.	KDA K-2 and 3-5 reflection sheet will help students to reflect on their actions.
3-7	Teachers will use the ToolKit to teach students SEL skills and competencies inside and outside of the classroom. Students will attend at least 1 fieldtrip that will allow them to practice social skills outdoors.	Classified Staff will be trained in PBIS and Toolkit	TSA Student Advisor will support PBIS implementation through leading PBIS team meetings and managing Tier 1 structures.
3-8	After school program will provide all students with reading acceleration instruction through the use of Razkids or Achieve 3000	Leader will include all after school program staff to data meetings. Mentors will learn how to monitor student growth and communicate areas of need to classroom teachers.	Afterschool program coordinator will monitor mentors and achievement gap.
3-9	5th grade teachers will provide regular communication with families regarding transition to MS and support for SEL needs of upper grade students	Principal will meet with 5th grade team over the summer and twice a month to monitor implementation of SEL fifth grade plan	TSA Student Advisor will work with 5th grade team will develop a year long plan for SEL support for transitioning students. COST will make connections with Homeless and Foster youth to support in this transition.
3-10	Teachers will incentivize uniforms at school and track students wearing uniforms.	Principal will purchase uniforms and make them available at the office. Principal will hold monthly reward for students/classes who arrive to school in uniform.	Parent information on uniforms and a Uniform Recycling incentive program.

#### Improvement Strategy #4:

If the school sets clear expectations and procedures for conferences and engages parents in workshops to support learning, then teachers are more likely to schedule conferences with every parent and 100% of parents will attend a conference.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People / Teams / Time / Resources</i>
4-1	Teachers will track standards based grades in Aeries.	Principal will lead teachers in PD to create scope and sequence for grades to be tracked in Aeries during summer buy back.	Curriculum blueprints will be edited to include the sequence of standards.
4-2	Teachers will create student portfolios for conferences.	PD time will be dedicated to norming around student portfolio preparation and comments.	KDA school-wide norms will be created to support teachers in building student portfolios.
4-3	Teachers will engage parents in at least one parent-teacher conference.	Principal and ILT will plan monthly workshops for parents.	Workshops will be held for parents to understand the key data points that will be discussed during conferences: SRI/STAR, SBAC, Math, Reclassification, SEL.
4-4	Teachers will prepare students to enter Kindergarten by providing a Kindergarten orientation.	Principal will host Kindergarten orientation	Open house and orientation for incoming TK/K students in the Spring.

<b>Improvement Strategy #5:</b>	If we implement Systematic ELD and integrated ELD practices into daily content lessons such as science, social students, math, and reading, then students will improve their vocabulary and 10% of students will reclassify annually.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People / Teams / Time / Resources</i>
5-1	Teachers will utilize daily Content Language Objectives (CLOs), posted in student-friendly language and reviewed with students.	Principal and ILT give feedback on CLOs during walkthroughs.	Provide PD sessions focused on CLO development with feedback given on CLOs written during PLCs. Provide coverage for teachers to observe high-skill teachers utilizing and referencing CLOs.
5-2	Tasks will be clearly aligned to grade level CCSS, NGSS, and ELD standards.	Principal and ITL will build off of previous work by studying standards paired with ELD standards (ELLMA).	PD sessions supporting integration of ELD standards.
5-3	Teacher will check for understanding throughout the lesson to gather evidence of learning while it is developing.	PLC time will support teachers in using multiple data sources to refine practice.	Site will use multiple data sets on an ongoing basis to place and effectively monitor progress as well as to inform program design.

5-4	Teachers will use strategies to make grade-level content comprehensible to students across all language proficiency levels (gestures, TPR, pre-annotated text, visuals, realia, Thinking Maps, etc.)	Support teachers through training and usage of GLAD strategies.	Teachers attend summer GLAD training.
5-5	Teachers will actively support and expect students to develop and use language to explain ideas, express understanding and negotiate meaning.	Principal and ITL will engage staff in vertical standards alignment and cycles of inquiry around cooperative language structures.	Site will have a word bank of Common Language for Big Ideas related to key standards.
5-6	Teachers will make grade-level and complex material comprehensible by amplifying, not simplifying.	Principal and ITL assist teachers with different strategies for accessing grade-level text (e.g. sentence unpacking, text deconstruction, collaborative summarizing, etc.) through observation and coaching.	Provide provide PD for integrated ELD.
5-7	Teachers will implement Systematic ELD for 30 minutes each day.	Provide PD and scheduling support for Systematic ELD.	Site will have clear structures, expectations, and support for daily Designated ELD.

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.



**PROPOSED 2017-18 BUDGET**
**Site Number:**
**172**
**School:**
**Fred T. Korematsu Discovery Academy**

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$5,000.00	General Purpose Discretionary	Books other than textbooks	Teachers will implement adopted Blended Learning Models: NewsEla, RAZkids, LightSail.	A3.1: Blended Learning	4200				172-1
\$26,539.25	General Purpose Discretionary	Supplies to support academic priorities.	Teachers have a concrete understanding of what the students are expected to learn at that grade level.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				172-2
\$5,000.00	General Purpose Discretionary	Maintenance Agreement	100% of teachers will provide a daily reader's workshop block that includes the structure of Mini-Lesson with grade level complex text, Workshop and Closure.	A2.1: Implementation of CCSS & NGSS	5826				172-3
\$4,860.04	General Purpose Discretionary	Noon Supervisor	Teachers and support staff will positively reinforce behavior with PBIS strategies.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0139	0.20	172-4
\$22,475.71	General Purpose Discretionary	Attendance Clerk	Principal will use CIG cycles to guide attendance team in implementing and monitoring impact of focus strategies.	A5.4: Root Causes of Chronic Absence		SPECIALIST, ATTENDANCE	SPECAT0066	0.50	172-5
\$6,200.00	LCFF Concentration	Extended Contracts- English Language Learners	Teachers will implement Systematic ELD for 30 minutes each day.	A4.4: Teacher Professional Development focused on English Learners	1120				172-6
\$5,000.00	LCFF Concentration	Overtime costs for Translation for ELL family engagement	Teachers will engage parents in at least one parent-teacher conference.	A6.5: Academic Parent-Teacher Communication & Workshops	2925				172-7
\$8,792.87	LCFF Concentration	Supplies to support implementation of CCSS.	Tasks will be clearly aligned to grade level CCSS, NGSS, and ELD standards.	A2.1: Implementation of CCSS & NGSS	4310				172-8
\$2,516.59	LCFF Concentration	STIP to support English Language Learners	ECCTL, ITL, and STIP will provide literacy intervention with LLI. Springboard will be available to support focal students in afterschool.	A4.2: Dual Language Programs		TEACHER STIP	TCSTIP0362	0.05	172-9
\$17,100.00	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher: Extended Contracts for Reading Acceleration	Teachers will use PLC time for backwards planning each Calkins' unit and for reflecting on lesson sequences to improve for the next year (living document on Google Drive) once per unit.	A3.4: Teacher Professional Development focused on Literacy	1122				172-10
\$7,971.55	LCFF Supplemental	Supplies supporting integrated ELD.	Teachers will use strategies to make grade-level content comprehensible to students across all language proficiency levels (gestures, TPR, pre-annotated text, visuals, realia, Thinking Maps, etc.)	A4.1: English Learner Reclassification	4310				172-11
\$8,000.00	LCFF Supplemental	Contract with Lincoln Child Center to provide SEL services and other student supports	COST team will meet twice a month with principal to discuss needs of individual students	A5.2: Health and Wellness (Mental & Physical Health)	5825				172-12

\$115,095.96	LCFF Supplemental	TSA Student Advisor for Supporting Students	Teachers will implement PBIS/Toolbox practices in classrooms with support from TSA Student Advisor.	A5.1: School Culture & Climate (Safe & Supportive Schools)		11 MONTH CLASSROOM TSA	C11TSA9999	1.00	172-13
\$13,311.73	LCFF Supplemental	STIP to support English Language Learners	ECCTL, ITL, and STIP will provide literacy intervention with LLI. Springboard will be available to support focal students in afterschool.	A4.2: Dual Language Programs		TEACHER STIP	TCSTIP0674	0.36	172-14
\$34,225.63	LCFF Supplemental	STIP to support English Language Learners	ECCTL, ITL, and STIP will provide literacy intervention with LLI. Springboard will be available to support focal students in afterschool.	A4.2: Dual Language Programs		TEACHER STIP	TCSTIP0362	0.68	172-15
\$59.69	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				172-16
\$23,665.31	Measure G: TGDS	STIP to support TGDS and English Language Learners.	ECCTL, ITL, and STIP will provide literacy intervention with LLI. Springboard will be available to support focal students in afterschool.	A4.2: Dual Language Programs		TEACHER STIP	TCSTIP0674	0.64	172-17
\$3,405.94	Supplemental Program Investment	Supplies	Teachers will use the ToolKit to teach students SEL skills and competencies inside and outside of the classroom. Students will attend at least 1 fieldtrip that will allow them to practice social skills outdoors.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				172-18
\$17,679.47	Supplemental Program Investment	Recess Coach	Teachers and support staff will positively reinforce behavior with PBIS strategies.	A5.1: School Culture & Climate (Safe & Supportive Schools)		SATELLITE LEAD	SCENRC0002	0.35	172-19
\$13,589.59	Supplemental Program Investment	STIP to support English Language Learners	ECCTL, ITL, and STIP will provide literacy intervention with LLI. Springboard will be available to support focal students in afterschool.	A4.2: Dual Language Programs	2400	TEACHER STIP	TCSTIP0362	0.27	172-20
\$11,889.00	Title I Basic	Extended Contracts to support Springboard literacy intervention afterschool.	ECCTL, ITL, and STIP will provide literacy intervention with LLI. Springboard will be available to support focal students in afterschool.	A3.2: Reading Intervention	1122				172-21
\$8,842.33	Title I Basic	Books other than Textbooks	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers, using high-leverage scaffolding	A3.2: Reading Intervention	4200				172-22
\$25,000.00	Title I Basic	Surplus to be allocated to ITL to support Reading Acceleration	Principal and ILT (Teacher Leaders) will develop PD (Professional Development) and coaching schedules that will address observation data. Teachers will be given a two hour PD that will allow teachers to plan in alignment to our school needs. Teachers will receive further training and support with Lucy Calkins curriculum.	A3.2: Reading Intervention	4399				172-23
\$10,700.00	Title I Basic	Tech licenses ( RAZ Kids, ST Math, Light Sail)	Teachers will implement adopted Blended Learning Models: NewsEla, RAZKids, LightSail.	A3.1: Blended Learning	5846				172-24

\$1,978.34	Title I Parent Participation	Refreshments for parent workshops.	Workshops will be held for parents to understand the key data points that will be discussed during conferences: SRI/STAR, SBAC, Math, Reclassification, SEL.	A6.5: Academic Parent-Teacher Communication & Workshops	4311				172-25
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	After school program will provide all students with reading acceleration instruction through the use of Razkids or Achieve 3000	A1.6: After School Programs	5825				172-26
\$38,610.23	Donations	Intervention teacher	ECCTL, ITL, and STIP will provide literacy intervention with LLI. Springboard will be available to support focal students in afterschool.	A3.2: Reading Intervention		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0180	0.50	172-27

**Korematsu Discovery Academy**      **Elementary School Compact**  

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**School Name**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

---

Student signature

**Parent/Guardian or Family Member Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Parent/Guardian or Family member signature

## **Teacher Pledge:**

**I agree to carry out the following responsibilities to the best of my ability:**

- **Provide high-quality curriculum and instruction.**
- **Endeavor to motivate my students to learn.**
- **Have high expectations and help every child to develop a love of learning.**
- **Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.**
- **Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.**
- **Provide a warm, safe, and caring learning environment.**
- **Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).**
- **Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.**
- **Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.**
- **Respect the school, students, staff and families.**

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**Teacher signature**

**We make a commitment to work together to carry out this agreement.**

**Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.**



## School Site Council Membership Roster – Elementary

School Name: FRED T. KOREMATSU

School Year: 2016-2017

Chairperson : ADRIANA CARONOA	Vice Chairperson: CLAUDINA SANDOVAL
Secretary: SUSANA TAJIMA	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
SHANNON ZATKIN				X
LaBRINA McCLAIN				X
TANIA VIGIL				X
ANA ISABEL RODRIGUEZ (ALTERNATE)				X
FELICIA BADELL (ALTERNATE)				X
LUCY ESPINOSA			X	
AMIE LAMONTAGNE	X			
SUSAN TAKIMA		X		
RAUL CASTELLANOS		X		
KATHRYN SCHASIEPEN		X		

Meeting Schedule (day/month/time)	<b>2<sup>ND</sup> THURSDAY OF THE MONTH @ 9:00AM</b>
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### **SSC Legal Requirements: (Ed. Code 52852)**

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;  
Parent/community members cannot be OUSD employees at the site.

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent /Community

**Title I School Parental Involvement Policy 2016-17**

(Blue fonts indicate an area that needs to be completed)

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

**Involvement of Parents in the Title I Program**

Korematsu Discovery Academy agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

Meeting is held. Handouts are prepared and the information is presented in English and Spanish. There is time for parents to ask questions.

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

Offer a morning and afternoon meeting.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC meetings.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

Title 1 annual meeting. Sharing of SPSA with SSC monthly. Review of programs at SSC meetings.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parent-teacher conferences. Data nights. Presenting data at monthly SSC meetings.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC meetings

### School-Parent Compact

(Name of school) Korematsu Discovery Academy :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.





## Building Parent Capacity for Involvement

(Name of school) Korematsu Discovery Academy :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

Back to school night, parent workshops, literacy/math/science nights, parent teacher conferences. Monthly SSC meetings. Coffee with the principal.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parent workshops, literacy/math/science nights.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.  
(In the box below, briefly describe or bullet how this happens at your school.)

Professional development for teachers, Bilingual family relations assistant (2 days a week)



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

SSC meetings

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Newsletters, robo-calls, TalkingPoints texts, Remind.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Work with SSC president to schedule parent workshops.

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

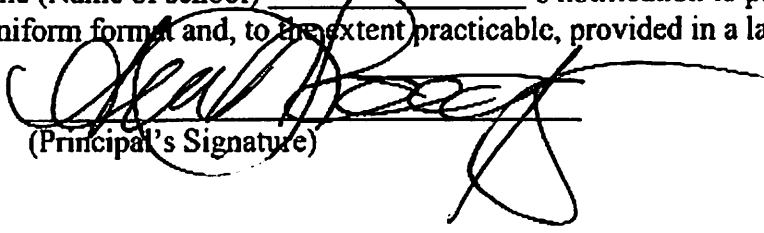
Talking Points texts, bilingual family relations assistant.



## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Korematsu Discovery Academy School Site Council on (Date) 10/13/2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (Name of school) Korematsu Discovery Academy 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
(Principal's Signature)

10/21/16  
(Date)

**Title I School Parental Involvement Policy 2016-17**

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

**Involvement of Parents in the Title I Program**

Global Family Elementary agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are informed at the SSC meetings and through posted announcements and Title 1 booklets.

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly meetings are held in the library after school. Other informational meetings are held in the morning and after school.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Informational meetings are held as needed. This also happens monthly at the SSC meetings.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are informed by leaflet, poster, and all-calls home.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

This happens during monthly meetings where school data in writing, reading, and math are reviewed. CEDLT scores are also reviewed yearly at a special meeting before and after school.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly meetings are held the 2nd Tuesday of every month.

### School-Parent Compact

(Name of school) Global Family Elementary :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.