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Enactment Number	19-1169
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Legislative File Id. No. 19-1322
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Fred T. Korematsu Discovery Academy
CDS Code: 1612590112813
Principal: Amie Lamontagne
Date of this revision: 5/24/2019

The School 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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School 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 type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: May 24, 2019

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:

<u>Amie Lamontagne</u> Principal	<u>[Signature]</u> Signature	<u>5/24/19</u> Date
<u>Leonardo Gonzalez R</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5-24-19</u> Date
<u>Sara Stone</u> Network Superintendent	<u>[Signature]</u> Signature	<u>5.28.19</u> Date
<u>MILUPEL OTIS</u> Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/28/19</u> Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/17/2019	Instructional Leadership Team	Reviewed PD plan and instructional focus from the year in alignment with identified SPSA goals.
1/18/2019	SSC	Reviewed SPSA, progress to goals.
1/22/2019	Teachers	Reviewed priority budget areas for 2019-2020 based on SPSA goals.
1/23/2019	SSC	Reviewed priority budget areas for Title 1 funds in service of 2019-2020 SPSA goals

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$84,264.52
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$508,326.20

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$82,675.67	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$29,835.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,588.85	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$181,412.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$84,264.52	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$372,168.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$456,432.52
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Fred T. Korematsu Discovery Academy

School ID: 172

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 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. We are a science-focused school and our students participate in hands-on science experiences regularly. 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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
SBAC Growth in 17-18	Departmentalization in 4-5
SRI growth	Content-based learning
80% of 2nd graders at EOY benchmark for literacy as measured by CORE	Focus on vocabulary and complex text
Science taught daily (3-5) and 2-3x a week (K-2)	Implementation of SIPPS in K-2
Priority Challenges	Root Causes of Challenges

Writing	Lack of whole-school alignment, curriculum that is not scaffolded for students who need extra support, lack of teacher training
K-1 F&P scores	Focus on decoding vs. guided reading
Attendance	Parent understanding of attendance policy, SDC instability, transfer students

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: Working in partnership, the teachers, staff, families and students of KDA will build a more engaging, welcoming, and equity-focused community which will work to support the success of all students. 100% of classrooms will implement PBIS, Toolbox, and Restorative Practices, so as to lower our chronic absenteeism rate to below 10% by June 2021.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	67.31%	72.30%	78.00%
Suspensions	African-American Students	-2pp	3.23%	1.20%	1.00%
Suspensions	Students with Disabilities	-2pp	6.38%	4.38%	3.50%
Chronic Absence	African-American Students	-2pp	19.23%	19.80%	15.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: 100% of students are able to use evidence from the text to demonstrate understanding and support their ideas about the text through oral or written tasks as measured by the SOLOM and SWLOM.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-65.3	-50.3	-35.3
ELA SBAC	Students with Disabilities	+20 points DF3	-139	-119	-99
ELA SBAC	Low Income Students	+20 points DF3	-61.9	-41.9	-21.9

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: Increase percentage of students performing at or above standard on SBAC Claim 1 (Concepts and Procedures) by 10% annually.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-72.6	-57.6	-42.6
Math SBAC	Students with Disabilities	+20 points DF3	-134	-114	-94
Math SBAC	English Learners	+20 points DF3	-86.3	-66.3	-46.3

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: Increase reclassification rates by 10% each year so that 30% of our English Language Learners will be reclassified as measured by Fountas & Pinnell reading level, SRI, and ELPAC scores by 2021.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	15.89%	20.00%	25.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	0.00%	10.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All KDA students will grow a year or more in reading each year, as determined by grade level benchmarks (SRI and CORE).

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	40.34%	45.20%	50.20%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	48.85%	43.90%	38.90%
K at or above Benchmark	All Kindergarten Students	+5pp	50.00%	55.00%	50.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	83.33%	88.33%	93.33%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

Fred T. Korematsu Discovery
School: Academy

SPSA Year Reviewed: 2018-19

SPSA Link: [18-19 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority:	Evidence Based Writing and Academic Discussions		
June 2021 Language & Literacy Goal:	100% of students are able to use evidence from the text to demonstrate understanding and support their ideas about the text through oral or written tasks as measured by the SOLOM and SWLOM.		
Theory of Action for Language & Literacy:	If teachers plan Academic Discussions based on complex texts and provide rich vocabulary instruction, then students will be able to use evidence from the text to support their ideas through oral or written tasks.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA	All Students	-85.2	-65.3

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

More teachers were GLAD trained and are implementing these practices in support of language development. Teachers are working on a writing PD cycle to build shared practices for teaching writing, K-2 teachers are implementing Making Meaning vocabulary curriculum.

What evidence do you see that your practices are effective?

Vocabulary posted in the classrooms, science-based complex texts being used, SRI growth

What are some possible implications for your 2019-20 SPSA?

A cycle specifically around academic discussion.

18-19 Standards-Based Instruction Priority:	Mathematics		
June 2021 Standards-Based Instruction Goal:	Increase percentage of students performing at or above standard on SBAC Claim 1 (Concepts and Procedures) by 10% annually.		
Theory of Action for Standards-Based Instruction:	Increase percentage of students performing at or above standard on SBAC Claim 1 (Concepts and Procedures) by 10% annually.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-65.2	-72.6

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

3-5 PLC around 3 reads for math teachers, K-2 work with 3 reads and number talks

What evidence do you see that your practices are effective?

Performance on CEOU's and math IABs

What are some possible implications for your 2019-20 SPSA?			
Adjusting some of the practices to include clearer teacher practices			
18-19 Conditions for Student & Adult Learning Priority:	Chronic Absence		
June 2021 Conditions for Student & Adult Learning Goal:	Working in partnership, the teachers, staff, families and students of KDA will build a more engaging, welcoming, and equity-focused community which will work to support the success of all students. 100% of classrooms will implement PBIS, Toolbox, and Restorative Practices, so as to lower our chronic absenteeism rate to below 10% by June 2021.		
Theory of Action for Conditions for Student & Adult Learning:	If we encourage daily attendance and strengthen climate and culture through PBIS, SEL, Restorative Justice, and collaboration between families and the school, then students will be more likely to attend school regularly and chronic absenteeism will be reduced.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	14.1%	18.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Teachers have in-class incentives for attendance, there are whole-school incentives for attendance, and a clearer attendance policy for teachers and staff. The attendance team calls and texts parents daily to verify attendance and conducts SART meetings consistently.			
What evidence do you see that your practices are effective?			
Our chronic absence has lowered to less than 15%.			
What are some possible implications for your 2019-20 SPSA?			
Continue our Tier 2 and 3 structures, and add in better parent education around attendance.			
18-19 Conditions for English Language Learners Priority:	EL Reclassification		
June 2021 Conditions for English Language Learners Goal:	Increase reclassification rates by 10% each year so that 30% of our English Language Learners will be reclassified as measured by Fountas & Pinnell reading level, SRI, and ELPAC scores by 2021.		
Theory of Action for Conditions for English Language Learners:	If we implement Systematic ELD and integrated ELD practices into daily content lessons such as science, social studies and math, and ensure BAL is implemented, then students will improve their vocabulary and 10% of students will reclassify annually.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	12.0%	15.89%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

More teachers are trained in GLAD in order to improve integrated ELD instruction, explicit vocabulary instruction is happening in K-2, and teachers are implementing designated ELD.

What evidence do you see that your practices are effective?

Our reclassification rate is improving.

What are some possible implications for your 2019-20 SPSA?

ELPAC work with teachers for them to better understand the demands of the test.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

We didn't make any changes. With some additional funds, we hired another Kinder tutor to support with reading intervention.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Fred T. Korematsu Discovery Academy

School ID: 172

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Chronic Absence
School Theory of Action:	If we encourage daily attendance and strengthen climate and culture through PBIS, SEL, Restorative Justice, and collaboration between families and the school, then students will be more likely to attend school regularly and chronic absenteeism will be reduced.
Related School Goal(s):	Working in partnership, the teachers, staff, families and students of KDA will build a more engaging, welcoming, and equity-focused community which will work to support the success of all students. 100% of classrooms will implement PBIS, Toolbox, and Restorative Practices, so as to lower our chronic absenteeism rate to below 10% by June 2021.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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.	-Decrease in chronic absenteeism -Increase in student attendance

1-2	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.	-Decrease in chronic absenteeism -Increase in student attendance
1-3	Teachers will create a family communication board for parents to read with a space for notes to the teacher.	Principal and CSM will work in collaboration with the Alameda County Food Bank to provide families with bi-weekly access to perishable and non-perishable food.	-Decrease in chronic absenteeism -Increase in student attendance -Increase in family engagement
1-4	Teachers will implement PBIS/Toolbox and Restorative Justice practices in classrooms with support from Community Schools Manager.	Staff will engage in SEL professional development in collaboration with Behavioral Health and CSM. Use of the Universal Referral Form will support the tracking of data to ensure that unequal patterns of discipline are identified and addressed.	-Increase in students reporting feeling safe and happy at school on CHKS -Increase in parent engagement at schoolwide events
1-5	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 and plan Tier 2 or 3 interventions.	-Decrease in URFs -Increase in student engagement through attendance
1-6	Teachers and support staff will positively reinforce behavior with PBIS strategies.	CSM will lead bi-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.	-TFI Walkthrough data
1-7	Teachers will use ToolBox 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 ToolBox. CSM will support PBIS implementation through leading PBIS team meetings and managing Tier 1 structures.	-Toolbox tools being used by students outside of the classroom -Students reporting feeling good about school on CHKS

1-8	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. CSM will work with 5th grade team to develop a year long plan for SEL support for transitioning students. COST/CSM will make connections with Homeless families to support transition. COST/CSM will make connections with Foster youth to support in this transition. CSM/COST will connect newcomer families with community resources to support transition.	-Decrease in referrals for 5th graders -Students report feeling connected to school on CHKS
1-9	Teachers will engage parents in at least one parent-teacher conference.	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.	-100% of parents attending at 1 of 3 parent conferences -Increase in parent attendance at schoolwide events
1-10	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.	-Increase in percentage of K students will satisfactory attendance
1-11	Teachers will engage in Implicit Bias work and an SEL Cycle to support their ability to provide an equitable education for all students.	Principal and CSM will work in collaboration with Behavioral Health to create professional development to support teachers. Principal will hire AAMA teacher to support African American Male students and collaborate with CSM to support Latino students.	-Decrease in URFs -Increase in achievement of African American students -Increase in achievement of Latino students

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION	
School Priority ("Big Rock"):	Mathematics
School Theory of Action:	If teachers use the Core Curriculum, and ensure that every unit is unpacked and planned using the core curriculum Guide to Examining Math Content and Unit Planning tool, and engage students in daily language and math routines (e.g., number talks or 3 reads), then students' conceptual understanding will improve and more students will perform at grade level standard on Claim 1 (concepts and procedures).
Related School Goal(s):	Increase percentage of students performing at or above standard on SBAC Claim 1 (Concepts and Procedures) by 10% annually.

Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will set student goals based on Big mathematical Ideas of each unit.	Principal/ILT will provide PD time to create Common Language for Big Ideas. PLCs will conduct cycles of inquiry based on Big Ideas.	-Data walls in classrooms
2-2	Teachers will (collaboratively) unpack and plan each unit according to the Big Mathematical Idea of the unit and adapt and adjust Math Expressions lessons according to student needs, based on unit plan and ongoing formative assessment (student observation). This will benefit all learners, and especially those who have unfinished learning preventing them from engaging in grade level math	Provide PD on how to use the Core Curriculum Guide with Math Expressions	Lesson Observations
2-3	Use key strategies (Number Talks, 3 Reads) to increase student access to and engagement with mathematics (benefits ELLs and all students)	Create structures within contractual day for math planning.	-Observations -Google Doc with common language
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.	-Standards posted
2-5	Use ST Math--60 mins per week (K-1) or 90 mins /week (2-5) (benefits ELLs, GATE, SPED, newcomers)	Ensure use of ST Math 15 min. Data Protocol at staff meetings or PLCs on regular basis	-ST math data
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.	-Classroom schedules -Observations
2-7	Teachers will provide GATE and ELL students with extended learning time on ST Math.	Principal and ILT will support teachers in planning extension activities for GATE students.	-Increased engagement of GATE students -Increased support of ELL students

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Evidence Based Writing and Academic Discussions
School Theory of Action:	If teachers plan Academic Discussions based on complex texts and provide rich vocabulary instruction, then students will be able to use evidence from the text to support their ideas through oral or written tasks.
Related School Goal(s):	100% of students are able to use evidence from the text to demonstrate understanding and support their ideas about the text through oral or written tasks as measured by the SOLOM and SWLOM. All KDA students will grow a year or more in reading each year, as determined by grade level benchmarks (SRI and CORE).
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teachers plan Academic Discussions based on grade level complex texts in order to support students in meeting academic proficiency or advanced level of proficiency.	Principal and ILT will plan a PLC cycle focused on academic discussions.	Classroom observations will show use of academic discussions related to complex text
3-2	Teachers provide rich vocabulary instruction through integrated ELD (GLAD).	Provide opportunity for GLAD training. Leadership team will plan a cycle focused on implementing GLAD strategies.	-SRI growth -Observational data
3-3	Teachers will implement adopted Blended Learning Models: NewsEla, RAZkids, Accelerated Reader.	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.	-Daily schedules will include time for online literacy practice -SRI growth
3-4	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.	-F&P growth -Fluency improvement
3-5	Teachers will expose students to grade level complex text and provide instruction on close reading at least 3x per week.	Leadership team will support teachers with access to complex text and training on Close Reading strategies.	-SRI growth -Lesson plans
3-6	Teachers will provide students will supports for writing evidence based responses in their Science Notebooks.	Leadership team will plan professional learning to support teachers with planning writing activities that used evidence based responses.	-Sentence frames -Cooperative Strip Paragraphs -Science Notebooks

3-7	Teachers will consult with RSP and Speech therapist to create in-class supports for students to engage in academic discussions.	Principal and COST will review referrals to identify students needing assessment or targeted support.	-SRI growth for students with IEPs -Students with IEPs meeting academic goals
3-8	Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	- appropriate IEP and 504 accommodations in all learning spaces, SRI growth, students with IEPs are meeting academic goals
3-9	Teachers will ensure that all instructional practices and activities are inclusive of low-income students, and actively support economically disadvantaged students to have full access to school's curriculum and field trips	Leadership team will plan professional learning to support teachers in ensuring that all curricular activities and units are fully accessible to economically disadvantaged students and families	- Lesson plans, including field trip plans

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification		
School Theory of Action:	If we implement Systematic ELD and integrated ELD practices into daily content lessons such as science, social studies and math, and ensure BAL is implemented, then students will improve their vocabulary and 10% of students will reclassify annually.		
Related School Goal(s):	Increase reclassification rates by 10% each year so that 30% of our English Language Learners will be reclassified as measured by Fountas & Pinnell reading level, SRI, and ELPAC scores by 2021.		
Students to be Served by these Practices	English Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will use ELPAC to guide vocabulary and academic discussion.	Provide PD allowing teachers to take practice ELPAC and calibrate using Moodle.	-Improved ELPAC scores
4-2	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 (ELLMMA). PD sessions supporting integration of ELD standards.	-Unit and lesson plans -CLOs posted -Observational data

4-3	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.	-Observational Data -SOLOM
4-4	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.	-Lesson plans -Observational data
4-5	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.	-Lesson plans -Observational data
4-6	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.	-Academic discourse observed in classrooms -SRI scores raised by exposure to complex text -SOLOM -SWLOM
4-7	Teachers will implement Systematic ELD for 30 minutes each day, to support newcomers as well as all ELs in classrooms	Provide PD and scheduling support for Systematic ELD. Site will have clear structures, expectations, and support for daily Designated ELD.	-SOLOM -SWLOM -Observational data -Classroom schedules

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Afterschool contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teachers and support staff will positively reinforce behavior with PBIS strategies.	172-1
\$20,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	172-2
\$6,835.00	General Purpose Discretionary	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	172-3
\$3,000.00	General Purpose Discretionary	Copier Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	172-4
\$51,552.00	LCFF Concentration	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6586	Classroom TSA 12 Months	0.45	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 PD for integrated ELD.	172-5
\$6,906.00	LCFF Concentration	Extra Time	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Provide PD on how to use the Core Curriculum Guide with Math Expressions	172-6
\$19,235.00	LCFF Concentration	Recess Coach	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	3150	School Enrichment Recess Coach	0.30	Teachers and support staff will positively reinforce behavior with PBIS strategies.	172-7
\$469.00	LCFF Concentration	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	172-8
\$22,246.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2098	STIP Teacher	0.50	Leadership team will plan professional learning to support teachers with planning writing activities that used evidence based responses.	172-9
\$26,715.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6649	STIP Teacher	0.55	Leadership team will plan professional learning to support teachers with planning writing activities that used evidence based responses.	172-10

\$30,931.00	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6586	Classroom TSA 12 Months		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.	172-11
\$7,527.00	LCFF Supplemental	Recess Coach	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	3150	School Enrichment Recess Coach	0.20	Teachers and support staff will positively reinforce behavior with PBIS strategies.	172-12
\$102,544.00	LCFF Supplemental	Community Schools Manager	Goal 6: Parents and families are engaged in school activities.	2305	Classified Supervisors' and Administrators' Salaries	4917	Program Mgr Community School	0.75	CSM will lead bi-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.	172-13
\$18,944.00	Measure G	Bilingual Library Sr. Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries	7081	n/a	0.30	Teachers will expose students to grade level complex text and provide instruction on close reading at least 3x per week.	172-14
\$1,610.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teachers will expose students to grade level complex text and provide instruction on close reading at least 3x per week.	172-15
\$22,780.40	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2098	STIP Teacher	0.50	Leadership team will plan professional learning to support teachers with planning writing activities that used evidence based responses.	172-16
\$41,923.80	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6649	STIP Teacher	1.00	Leadership team will plan professional learning to support teachers with planning writing activities that used evidence based responses.	172-17
\$671.00	Title I: Basic	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teachers will expose students to grade level complex text and provide instruction on close reading at least 3x per week.	172-18
\$8,000.00	Title I: Basic	Lincoln Child Center	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		COST team will meet twice a month with principal to discuss needs of individual students and plan Tier 2 or 3 interventions.	172-19

\$9,300.00	Title I: Basic	Licenses (Newsela, RAZ, ST Math)	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a	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.	172-20
\$200.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a	Teachers will engage parents in at least one parent-teacher conference.	172-21
\$1,389.00	Title I: Parent Participation	Food	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a	Teachers will engage parents in at least one parent-teacher conference.	172-22



Title I School Parental Involvement Policy 2018-19

(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.)

-Title 1 Meeting -SSC	
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- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC -Coffee with Principal -Parent Workshops -Title 1 Meeting -SST Meetings	
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- 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.)

-SSC (monthly) -SELLS (as a part of SSC) -Title 1 Meeting	
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Building Parent Capacity for Involvement

(Name of school) Korematsu Dsccovery 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.)

-Parent Conferences -Workshops -Report Cards
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- 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.)

-Workshops -Springboard -Literacy, Math/Science Nights
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- 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 -Parent Conferences -Literacy, Math/Science Nights
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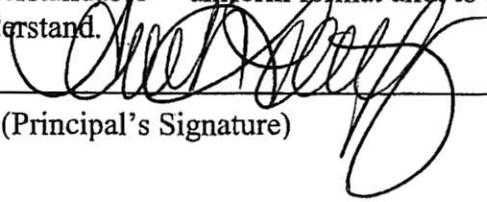


Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Korematsu Discovery Academy School Site Council on (Date) 1/18/19 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, 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)

1/18/19

 (Date)

Korematsu Discovery Academy **Elementary School Compact**

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.

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.

Teacher signature

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

Signed on this _____ day of _____, 20_____.



2018-2019

School Site Council Membership Roster – Elementary

School Name: Korematsu Discovery Academy

Chairperson : Leonardo Gonzalez
Vice Chairperson: Jocelyn Torres
Secretary: La'Vaughn Hendrix

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
CASEY BECKNER	X			
REBECCA DORADO				X
WENDY ESTEBAN				X
JOCELYN TORRES				X
ROSALBA MARTIN				X
LEONARDO GONZALEZ				X
LA'VAUGHN HENDRIX			X	
DANA HINCHCLIFFE		X		
DORA RODRIGUEZ		X		
RAUL CASTELLANOS		X		

Meeting Schedule (day/month/time)	LAST FRIDAYS EVERY MONTH AT 9:00AM
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SSC Legal Requirements: (Ed. Code 52852)

- Members **MUST** be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- 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