

Board Office Use: Legislative File Info.	
File ID Number	24-1830
Introduction Date	8/14/24
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy

Ask of the Board Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy



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

2024-25 School Plan for Student Achievement (SPSA)

School: Fred T. Korematsu Discovery Academy
CDS Code: 1612590112813
Principal: Amie Lamontagne
Date of this revision: 05.24.2024

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	Position: Principal
Address: 10315 E Street Oakland, CA 94603	Telephone: 510-639-3377 Email: amie.lamontagne@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 05.24.2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Fred T. Korematsu Discovery **Site Number:** 172

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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:



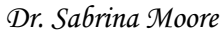

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 05.16.2024

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, ParentSquare blasts, etc.)

Signatures:

Amie Lamontagne <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/20/2024 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Adriana Moreno <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/20/24 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Sabrina Moore <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/24/24 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/24/24 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/11/2023	Staff	Reviewed Budget changes for 2024-25. Staff completed a budget priority feedback sheet.
1/18/2024	ILT	Looked at yearlong data goals and considered implications with ILT.
2/29/2024	Staff	Reviewed LCAP and school goals for 2024-2025. Solicited staff feedback on strategies and practices.
3/19/2024	ILT	Reviewed proposed strategies and practices.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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. 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 California 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$222,066.00
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	\$1,055,495.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$62,280	LCFF Discretionary (General Purpose Discretionary #0000)	\$8,950
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,730	LCFF Supplemental (LCFF Supplemental #0002)	\$116,775
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$153,731	LCFF Equity Multiplier	\$263,153
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$4,325	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$275,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$37,068
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$222,066		\$833,429

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,055,495.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Fred T. Korematsu Discovery Academy		School ID: 172
CDS Code: 1612590112813	SSC Approval Date: 05.24.2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Our students do not have the same access to PTA funds as other students in OUSD and across the state. Compared to schools with similar demographics and enrollment, resources are comparable. Our students are fortunate to have high teacher retention at KDA, and teachers write grants to fund field trips, projects, and other learning experiences. We will continue to mitigate the impact of the inequities our students face by securing grant funding and allocating funding to supplies, connecting families with resources, supporting staff development, and improving instructional practices through PD and intervention led by a TSA.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.7%	18.2%	66.0%	2.5%	1.0%	19.2%	94.6%	44.8%	2.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.3%	4.4%	2.0%	1.0%	0.0%	3.5%	93.1%	7.4%	74.8%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: Strong TK-2 literacy support through acceleration (SIPPS) and consistent progress monitoring, as well as strong designated ELD implementation through GLAD to support vocabulary development.

Identified School Need: 80% of 1st and 2nd grade students end the year at or above grade level on iReady Reading.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	23.5%	not available until fall 2024	not available until fall 2025	50%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	58.3%	not available until fall 2024	not available until fall 2025	75%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.3%	not available until fall 2024	not available until fall 2025	80%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-92.5	not available until fall 2024	not available until fall 2025	-62.5
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.7%	not available until fall 2024	not available until fall 2025	75%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-109.3	not available until fall 2024	not available until fall 2025	-80.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	9.4%	not available until fall 2024	not available until fall 2025	30%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.5%	not available until fall 2024	not available until fall 2025	30%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Targeted attendance support for Special Education Students, as well as consistent staffing in Special Education Positions (SCP teachers, paraeducators, and RSP). GLAD training for teachers to improve integrated ELD implementation.
Identified School Need:	Decrease SBAC distance from standard met in ELA and Math for Special Education Students and Low-Income students. Increase percentage of English Language Learners Reclassifying by 10%.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-124.8	not available until fall 2024	not available until fall 2025	-104.0
SBAC ELA Distance from Standard Met	Low-Income Students	-91.4	not available until fall 2024	not available until fall 2025	-75
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	not available until fall 2024	not available until fall 2025	40%
SBAC Math Distance from Standard Met	Special Education Students	-153.0	not available until fall 2024	not available until fall 2025	-123.0
SBAC Math Distance from Standard Met	Low-Income Students	-107.6	not available until fall 2024	not available until fall 2025	-85

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	12.3%	not available until fall 2024	not available until fall 2025	35%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Strong Tier 1 incentives and Tier 2 interventions for attendance. Access to social emotional learning and mental health support. Family inclusion and engagement in academics and understanding attendance.				
Identified School Need:	Reduce chronic absenteeism to below 20% for all students.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.0%	not available until fall 2024	not available until fall 2025	90%
Out-of-School Suspensions	All Students	0.8%	not available until fall 2024	not available until fall 2025	0.50%
Out-of-School Suspensions	African American Students	1.9%	not available until fall 2024	not available until fall 2025	0.90%
Out-of-School Suspensions	Special Education Students	3.2%	not available until fall 2024	not available until fall 2025	1.00%
Chronic Absenteeism	All Students	86.1%	not available until fall 2024	not available until fall 2025	20%
Chronic Absenteeism	African American Students	88.9%	not available until fall 2024	not available until fall 2025	25%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Strong professional development, planning support, and sufficient preparation time for teachers to feel the work is sustainable.				
Identified School Need:	One-Year School Teacher Retention Rate of 80%.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	68.8%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>Strong TK-2 literacy support through acceleration (SIPPS) and consistent progress monitoring, as well as strong designated ELD implementation through GLAD to support vocabulary development.</i>	<ul style="list-style-type: none"> -Literacy tutors in K-2 trained and coached in SIPPS -Consistent implementation of SIPPS -one-on-one reading tutoring provided for identified students in 1st and 2nd grade -Strong retention in K-2 teaching team -All K-2 teachers trained in the science of reading
LCAP Goal 2:	<i>Targeted attendance support for Special Education Students, as well as consistent staffing in Special Education Positions (SCP teachers, paraeducators, and RSP). GLAD training for teachers to improve integrated ELD implementation.</i>	<ul style="list-style-type: none"> -Resource Specialist trained in the science of reading, with strong background of K-2 literacy to support implementation of Tier 3 literacy strategies -Tutors providing SPIRE curriculum in SCP classrooms -TSA supporting all classrooms with implementation of Eureka Math Squared with strong scaffolding -Access to skill building with iReady math to support students in accessing grade level content -Daily D-ELD provided to students -TSA and 50% of teachers trained in GLAD, to be able to support strong integrated ELD implementation
LCAP Goal 3:	<i>Strong Tier 1 incentives and Tier 2 interventions for attendance. Access to social emotional learning and mental health support. Family inclusion and engagement in academics and understanding attendance.</i>	<ul style="list-style-type: none"> -Social Worker leads strong Attendance Team including CSM, Attendance Specialist, Expanded Learning Coordinator, Principal, TSA, and RSP. -Individual and Classroom attendance incentives -Tier 2 interventions such as SARTs and workshops
LCAP Goal 4:	<i>Strong professional development, planning support, and sufficient preparation time for teachers to feel the work is sustainable.</i>	<ul style="list-style-type: none"> -100% of gen ed classroom retention in 2023-2024 -Teacher of consolidated classroom moved to RSP -Strong staff culture -Consistent leadership
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Strong TK-2 literacy support through acceleration (SIPPS) and consistent progress monitoring, as well as strong designated ELD implementation through GLAD to support vocabulary development.</i>	<ul style="list-style-type: none"> -2021-2022 and 2022-2023 kindergarten classes had poor attendance and inconsistent teaching staff, resulting in a large number of students lacking basic foundational skills in reading. These are the current 1st and 2nd grade classes. -Being on the school closure list for both years also resulted in low retention of students in those cohorts, which led to an influx of new students each year.

<p><i>LCAP Goal 2:</i></p>	<p><i>Targeted attendance support for Special Education Students, as well as consistent staffing in Special Education Positions (SCP teachers, paraeducators, and RSP). GLAD training for teachers to improve integrated ELD implementation.</i></p>	<p><i>-We have been unable to staff the SCP classrooms with teachers for over 3 years now, despite consistent hiring efforts. There is no teacher provided by the Special Ed department and we end up with long term subs and STIP subs in the classrooms. These staff are not trained and do not have the resources to provide a high level of differentiation and behavior support, which is required for an SCP classroom.</i></p> <p><i>-We have a high number of late arriving newcomers, but do not qualify for a newcomer TSA</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Strong Tier 1 incentives and Tier 2 interventions for attendance. Access to social emotional learning and mental health support.</i></p> <p><i>Family inclusion and engagement in academics and understanding attendance.</i></p>	<p><i>-High chronic absenteeism among students in SCP classrooms who also have siblings in gen ed</i></p> <p><i>-Disproportionately high chronic absenteeism from students who do not live in the neighborhood</i></p> <p><i>-We need to better engage, inform, and include families in understanding academics and attendance by providing translation for workshops and events, and making families feel welcome with refreshments</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Strong professional development, planning support, and sufficient preparation time for teachers to feel the work is sustainable.</i></p>	<p><i>-Ongoing vacancy in SCP classrooms, high EEIP turnover</i></p> <p><i>-It is a challenge to hire mid-year</i></p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	93.2%	not available until fall 2024	not available until fall 2025	48.7%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Fred T. Korematsu Discovery
School: Academy

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have been able to consistently and effectively implement 65% of our strategies and actions at this point in the school year. The greatest challenges have been around providing additional acceleration for math and newcomers, since our TSA has shifted the role from last year's plan to include more coaching and instructional leadership. Additionally, we have an ongoing prep vacancy, which leaves teachers with significantly less time for PLCs. Which means little to no PLC cycle implementation for student work.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

We saw significant growth on iReady reading and math from the beginning of the year to the middle of the year. More than 50% of students have met at least the typical growth goal, and a significant number of students made the stretch growth goal. Through our implementation of a strong attendance team, we have reduced our chronic absenteeism by double digits (over 30%). We have 0 out of school suspensions as of January 2024. We have had strong parent attendance at workshops and coffee with the principal. We had over 20% of families provide feedback on the budget for 2024-2025.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We will adjust goals and strategies for acceleration and small group pull out support that relies on the TSA. We will also adjust goals to reflect an RJ facilitator instead of an AAMA facilitator.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Translation Services	College/Career Readiness	Translation services allows participation and parent engagement for ALL families in school wide events, conferences, and IEPs	We had 4 languages available at our Back to School Night and increased parent engagement in school events as a result.	Continue.
10-Month Classroom Teacher on Special Assignment (TSA)	College/Career Readiness	TSA supports professional development, planning, teacher coaching, assessment implementation, progress monitoring, and oversees one-on-one tutoring	<ul style="list-style-type: none"> -iReady reading and math growth (30% growth from BOY to EOY last year) -high attendance in Ignite (tutoring) (83% average attendance) -consistent professional development -high participation and completion of assessments and progress monitoring 	Continue.
Supplies	One-Year Teacher Retention	Making sure teachers and students have access to supplies to support teaching & learning	<ul style="list-style-type: none"> -student achievement data (improved iReady reading 28% and math 18%) -improved attendance (85% to 43%) 	Continue.
Lincoln Childcare	Student Connectedness to School	<ul style="list-style-type: none"> -individual therapy for 15 students identified through COST -ongoing rehab for an additional 10 students -lunch bunches/social groups -family support to access additional services 	<ul style="list-style-type: none"> -strong S2G data -100% of identified students receiving services 	Continue.
Academic Mentor	ELL Reclassification	Provide additional D-ELD for newcomers	-two groups of students receive additional D-ELD weekly	Continue, but fund from a different source.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Fred T. Korematsu Discovery Academy	SCHOOL ID:	172
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3: SCHOOL STRATEGIES & ACTIONS	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	Strong TK-2 literacy support through acceleration (SIPPS) and consistent progress monitoring, as well as strong designated ELD implementation through GLAD to support vocabulary development.
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Identified Need:	80% of 1st and 2nd grade students end the year at or above grade level on iReady Reading.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-2	Provide reading acceleration with small group instruction using foundational skills curriculum based in the science of reading and informed by data from multiple sources for all students in TK-2 and targeted students in 3-5. Create additional opportunities for literacy acceleration through 1:1 tutoring and strategic partnerships with expanded learning.	All Students	Academic	Tier 2 : Supplemental
1-3	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning or opportunities for student-led conferences.	All Students	Academic	Tier 1 : Universal
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Targeted attendance support for Special Education Students, as well as consistent staffing in Special Education Positions (SCP teachers, paraeducators, and RSP). GLAD training for teachers to improve integrated ELD implementation.
Identified Need:	Decrease SBAC distance from standard met in ELA and Math for Special Education Students and Low-Income students. Increase percentage of English Language Learners Reclassifying by 10%.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Ensure teachers understand and implement accommodations and modifications for students with IEPs. Provide IEP At-A-Glance and list of modifications for all student, along with PD and Planning time for teachers to review student modifications and plan for implementation. Support KDA SpEd team to consult regularly with teachers about students in their classrooms with IEPs.	Special Education Students	Academic	Tier 1 - Universal
2-2	Develop explicit strategies for ELLs (see conditions for English Language Learner Tab)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	African American Students	SEL / Mental Health	Tier 2 - Supplemental

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

<p>School Goal:</p>	<p>Strong Tier 1 incentives and Tier 2 interventions for attendance. Access to social emotional learning and mental health support. Family inclusion and engagement in academics and understanding attendance.</p>			
<p>Identified Need:</p>	<p>Reduce chronic absenteeism to below 20% for all students.</p>			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	<p>Student Connectedness: provide multiple pathways for SEL support through: daily classroom SEL time, use of Caring Schools Communities, and recess options. Create class level and school level agreements for behavior based in Circle of Courage and supported through Toolbox. Implement whole school Restorative Justice Practices with classroom circles, and Tier 2 and Tier 3 circles facilitated by RJ facilitator. Monitor 1st-5th grade students sense of belonging with Sown to Grow. Through COST referrals, support students in accessing mental health services with contracted providers. Create social skills groups to address target areas of need.</p>	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	<p>Chronic Absenteeism: Continue to address chronic absenteeism through targeted supports. Social Worker leads attendance team to meet weekly and review school, class, and student-level attendance data. Provide universal attendance incentives and targeted incentives for students with attendance goals. Conduct workshops for families and educate adults on the impacts of school attendance.</p>	All Students	Academic	Tier 1 - Universal

3-3	Family Engagement: Improve family engagement in academics and attendance. Provide school level touchpoints for families with events such as: Back to School Night, Literacy/STEM Nights, Attendance Workshops, and trimester events. Offer opportunities to talk about school wide data and concerns with SSC and Coffee with the Principal. Provide classroom level touchpoints through parent-teacher goal check ins/student-led conferences 3 times per year, classroom celebrations of learning for EL Ed Modules, and volunteer pathways.	All Students	Academic	Tier 1 - Universal
3-4	Chronic Absenteeism: Continue to address chronic absenteeism through targeted supports. Social Worker leads attendance team to meet weekly and review school, class, and student-level attendance data. Provide universal attendance incentives and targeted incentives for students with attendance goals. Conduct workshops for families and educate adults on the impacts of school attendance.	African American Students	Academic	Tier 2 - Supplemental
3-5	Chronic Absenteeism: Continue to address chronic absenteeism through targeted supports. Social Worker leads attendance team to meet weekly and review school, class, and student-level attendance data. Provide universal attendance incentives and targeted incentives for students with attendance goals. Conduct workshops for families and educate adults on the impacts of school attendance.	Special Education Students	Academic	Tier 2 - Supplemental

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: Strong professional development, planning support, and sufficient preparation time for teachers to feel the work is sustainable.

Identified Need: One-Year School Teacher Retention Rate of 80%.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide additional PD days in August for year long planning and grade level alignment. Schedule extended contract hours to align with minimum days for PD during the school year for additional data analysis and planning.	All Students	Academic	Tier 1 - Universal
4-2	Create combined Culture/Climate and ILT team called MTSS. Meet weekly and alternate academic and culture/climate focus.	All Students	Academic	Tier 1 - Universal
4-3	Targeted teacher support through differentiation. Provide coaching and feedback with TSA for whole staff based on weekly whole school walkthrough. Meet with individual teachers to give targeted feedback and observation data. Support New Teachers with additional planning time to meet with TSA/Principal and review deliverables.	Low Income Students	Academic	Tier 2 - Supplemental

CONDITIONS FOR BLACK STUDENTS <i>Instructions & resources</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Student and Family Engagement: Ensure black student identities are visible on campus and in classrooms, strengthen connections with Black families and build community for new Black families. Start Black Parent Group and Black Family Night. Build and share out empowering narratives to the KDA and East Oakland community.	African American	Behavioral	Tier 2 - Supplemental
5-2	MTSS conducts a data dive at least 2x/year to evaluate instruction and culture/climate to ensure students are improving attendance rates and engaged in grade level texts and tasks with meaningful ways to apply their learning.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Ensure all teachers are adequately prepared to provide high quality ELD for ELLs: offer GLAD training and PD on high leverage talking protocols. Establish time for designated ELD in daily schedule. Provide professional development and planning time to align discussion protocols TK-5.	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PLC time at least once per month to analyze student language progress and plan. ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction. Create strategic partnership with expanded learning to provide additional Newcomer Language Development.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
5720 - Interpgm - Maint Work Orders	\$2,000	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Ensure all teachers are adequately prepared to provide high quality ELD for ELLs: offer GLAD training and PD on high leverage talking protocols. Establish time for designated ELD in daily schedule. Provide professional development and planning time to align discussion protocols TK-5.	172-1
4310 - Materials and Supplies	\$6,950	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-2
Teacher Education Enhancement	\$6,372	LCFF Supplemental	1105	Certificated Teachers' Salaries	7213	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.05	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	172-3
5825 - Consultants	\$7,500	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Student Connectedness: provide multiple pathways for SEL support through: daily classroom SEL time, use of Caring Schools Communities, and recess options. Create class level and school level agreements for behavior based in Circle of Courage and supported through Toolbox. Implement whole school Restorative Justice Practices with classroom circles, and Tier 2 and Tier 3 circles facilitated by RJ facilitator. Monitor student sense of belonging with Sown to Grow. Through COST referrals, support students in accessing mental health services with contracted providers. Create social skills groups to address target areas of need.	172-4

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1150 - Teachers Substitutes	\$18,460	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	172-5
TSA Classroom 10Mos	\$84,442	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9139	10-Month Classroom Teacher on Special Assignment (TSA)	0.6	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Targeted teacher support through differentiation. Provide coaching and feedback with TSA for whole staff based on weekly whole school walkthrough. Meet with individual teachers to give targeted feedback and observation data. Support New Teachers with additional planning time to meet with TSA/Principal and review deliverables.	172-6
4310 - Materials and Supplies	\$5,985	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	172-7
TSA Classroom 10Mos	\$56,295	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9139	10-Month Classroom Teacher on Special Assignment (TSA)	0.4	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	172-8

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
2222 - Class ET/OT	\$800	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	ELL Reclassification	Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-9
4311 - Meeting Refreshments	\$930	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-10
5825 - Consultant	\$21,703	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultant	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-12
5100 - Subagreement & Services	\$107,028	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-13
5825 - Consultants	\$4,325	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Student Connectedness: provide multiple pathways for SEL support through: daily classroom SEL time, use of Caring Schools Communities, and recess options. Create class level and school level agreements for behavior based in Circle of Courage and supported through Toolbox. Implement whole school Restorative Justice Practices with classroom circles, and Tier 2 and Tier 3 circles facilitated by RJ facilitator. Monitor student sense of belonging with Sown to Grow. Through COST referrals, support students in accessing mental health services with contracted providers. Create social skills groups to address target areas of need.	172-14

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$132,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-15
4399 - Unallocated	\$76	Educator Effectiveness Grant	4399	Unallocated	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	172-16
1120 - Teachers Salaries Stipends	\$14,924	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide additional PD days in August for year long planning and grade level alignment. Schedule extended contract hours to align with minimum days for PD during the school year for additional data analysis and planning.	172-17

PROPOSED 2024-25 SCHOOL SITE BUDGET

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School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$822	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-18
Restorative Justice Facilitator	\$26,379	California Community Schools Partnership Program	2205	Classified Support Salaries	9887	Restorative Justice Facilitator	0.25	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Student Connectedness: provide multiple pathways for SEL support through: daily classroom SEL time, use of Caring Schools Communities, and recess options. Create class level and school level agreements for behavior based in Circle of Courage and supported through Toolbox. Implement whole school Restorative Justice Practices with classroom circles, and Tier 2 and Tier 3 circles facilitated by RJ facilitator. Monitor student sense of belonging with Sown to Grow. Through COST referrals, support students in accessing mental health services with contracted providers. Create social skills groups to address target areas of need.	172-19
5825 - Consultants	\$45,675	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady for all students in K-2 and targeted students in 3-5. Create additional opportunities for literacy acceleration through 1:1 tutoring and strategic partnerships with expanded learning.	172-20

PROPOSED 2024-25 SCHOOL SITE BUDGET

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School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Prog Mgr Community Schools11	\$96,264	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New	11-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Family Engagement: Improve family engagement in academics and attendance. Provide school level touchpoints for families with events such as: Back to School Night, Literacy/STEM Nights, Attendance Workshops, and monthly events. Offer opportunities to talk about school wide data and concerns with SSC and Coffee with the Principal. Provide classroom level touchpoints through parent-teacher goal check ins 3 times per year, classroom celebrations of learning for EL Ed Modules, and volunteer pathways.	172-21
Social Worker	\$105,860	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	8842	Social Worker	1	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Chronic Absenteeism: Continue to address chronic absenteeism through targeted supports. Social Worker leads attendance team to meet weekly and review school, class, and student-level attendance data. Provide universal attendance incentives and targeted incentives for students with attendance goals. Conduct workshops for families and educate adults on the impacts of school attendance.	172-22

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$7,414	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Student Connectedness: provide multiple pathways for SEL support through: daily classroom SEL time, use of Caring Schools Communities, and recess options. Create class level and school level agreements for behavior based in Circle of Courage and supported through Toolbox. Implement whole school Restorative Justice Practices with classroom circles, and Tier 2 and Tier 3 circles facilitated by RJ facilitator. Monitor student sense of belonging with Sown to Grow. Through COST referrals, support students in accessing mental health services with contracted providers. Create social skills groups to address target areas of need.	172-23
Teacher Education Enhancement	\$12,745	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.1	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide whole child academic culturally responsive instruction and care management support by partnering with Office of Equity to create affinity groups for parents and targeted family workshops on core academic subjects: literacy, math, and writing.	172-24
2928 - Otherclass Salaries Hourly	\$16,910	Proposition 28 (Arts & Music in Schools)	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	172-25

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$46,864	Measure G, Library Support	2205	Classified Support Salaries	7781	Library Technician	0.5	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Ensure all teachers are adequately prepared to provide high quality ELD for ELLs: offer GLAD training and PD on high leverage talking protocols. Establish time for designated ELD in daily schedule. Provide professional development and planning time to align discussion protocols TK-5.	172-26
Teacher on Special Assignment, Instructional Coaching	\$61,852.90	LCFF Equity Multiplier	1119	TSA CLA 10M	10352	Teacher on Special Assignment, Instructional Coaching	0.45	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide PLC time at least once per month to analyze student language progress and plan. ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction. Create strategic partnership with expanded learning to provide additional Newcomer Language Development.	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy
Early Literacy Tutor	\$43,713.90	LCFF Equity Multiplier	2105	EARL LIT TUT	10353	Early Literacy Tutor	0.80	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide reading acceleration with small group instruction using foundational skills curriculum based in the science of reading and informed by data from multiple sources for all students in TK-2 and targeted students in 3-5. Create additional opportunities for literacy acceleration through 1:1 tutoring and strategic partnerships with expanded learning.	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Early Literacy Tutor	\$43,713.90	LCFF Equity Multiplier	2105	EARL LIT TUT	10354	Early Literacy Tutor	0.80	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide reading acceleration with small group instruction using foundational skills curriculum based in the science of reading and informed by data from multiple sources for all students in TK-2 and targeted students in 3-5. Create additional opportunities for literacy acceleration through 1:1 tutoring and strategic partnerships with expanded learning.	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy
Teacher, STIP (Substitute Teacher Incentive Program)	\$89,562.77	LCFF Equity Multiplier	1105	TCHR STIP	10355	Teacher, STIP (Substitute Teacher Incentive Program)	0001	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy
Unallocated for staffing overages	\$14,456.18	LCFF Equity Multiplier	4399				n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.			n/a Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy



KOREMATSU DISCOVERY ACADEMY

School-Parent Compact

2023-24

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2023-24 school year.

SCHOOL RESPONSIBILITIES

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
 - a) 30 minutes of ELD per day
 - b) ELA instruction with EL Ed
 - c) Math instruction with EM2
 - d) Science instruction with FOSS
 - e) Enrichment opportunities such as: music, PE, Restorative Justice, and Dance/Art.
 - f) 30 minutes of Universal Extended Day on Wednesdays
 - g) Daily small group reading instruction
 - h) Daily individual reading instruction (iReady MyPath)
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) Parent Teacher Conferences in August, November, and March
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- a) Report Cards sent home in November, March, and May
- 4) Provide parents reasonable access to staff.
 - a) Teachers will message on Parent Square
 - b) Office Staff will schedule meetings with teachers
 - c) Teachers will be available before or after school
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a) Provide translation services as necessary
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Offer workshops
 - b) Classroom Learning Nights
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
 - a) Complete Parent Teacher Home Visit trainings
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - a) Messaging through Parent Square
 - b) Phone calls

PARENT RESPONSIBILITIES

As a parent, I will support my child's learning in the following ways:

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.

TEACHER RESPONSIBILITIES

I agree to support my students' learning in the following ways:

- 1) Communicate clear expectations for performance to both students and parents.
- 2) Strive to address the individual needs of the student
- 3) Provide a safe, positive and healthy learning environment
- 4) Respond to parents in a timely manner
- 5) Attend PD and PLC to support academic instruction
- 6) Analyze multiple student data points to identify areas for support

STUDENT RESPONSIBILITIES

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

- 1) Get to school every day, on time!
- 2) Do my homework as assigned.
- 3) Ask for help when I need it.
- 4) Respect my school, classmates, staff, community members, and family at all times.
- 5) Participate in learning activities.

This Compact was adopted by Korematsu Discovery Academy on September 27, 2023, and will be in effect for the period of August 1, 2023 to May 31, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30th** of this current school year.

Amie Akuma

Amie Akuma

09/27/2023

Name of Principal

Signature of Principal

Date

[Please link the Parent and Family Engagement Policy to this document.](#)

Pacto entre la escuela y los padres

[Insert School Name]

2023-24

Este Pacto entre la escuela y los padres se ha desarrollado conjuntamente con los padres y los miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto entre la escuela y los padres está vigente para el año escolar 2023-2024.

Responsabilidades de la escuela

La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

1) Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.

- 30 minutos de ELD al día
- Instrucción ELA con EL Ed
- Matemáticas con EM2
- Instrucción de ciencias con FOSS
- Oportunidades de enriquecimiento como: música, PE, Justicia Restaurativa, y Danza/Arte.
- 30 minutos de Día Extendido Universal los miércoles
- Instrucción diaria de lectura en grupos pequeños
- Instrucción diaria de lectura individual (iReady MyPath)

2) Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.

- Conferencias de padres y profesores en agosto, noviembre y marzo

3) Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.

- Los boletines de notas se envían a casa en noviembre, marzo y mayo.

4) Proporcionar a los padres acceso razonable al personal.

- Los profesores enviarán mensajes en Parent Square
- El personal de la oficina programará reuniones con los profesores
- Los profesores estarán disponibles antes o después de las clases

5) Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.

- Prestar servicios de traducción en caso necesario

6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

- Ofrecer talleres
- Noches de aprendizaje en el aula

7) Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios.

- Completar la formación sobre visitas a domicilio de padres y profesores

8) Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

- Mensajería a través de Parent Square
- Llamadas telefónicas

Responsabilidades del maestro

Acepto apoyar el aprendizaje de mis alumnos de las siguientes maneras:

- Comunicar expectativas claras de rendimiento tanto a los alumnos como a los padres.
- Esforzarse por atender las necesidades individuales del alumno.
- Proporcionar un entorno de aprendizaje seguro, positivo y saludable
- Responder a los padres de manera oportuna
- Asistir a PD y PLC para apoyar la instrucción académica
- Analizar múltiples puntos de datos de los estudiantes para identificar áreas de apoyo

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ser voluntario en el aula de mi hijo si es posible.
- Participar en decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo.

Responsabilidades de los estudiantes

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Llegar a la escuela todos los días, ¡a tiempo!
- Hacer los deberes como me han asignado.
- Pedir ayuda cuando la necesite.
- Respetar en todo momento a mi escuela, a mis compañeros, al personal, a los miembros de la comunidad y a mi familia.
- Participar en las actividades de aprendizaje.

Este pacto fue adoptado por (KDA) el (9/27/23), y estará vigente durante el período del 1 de agosto de 2023 al 31 de mayo de 2024.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes.

Amie Akuma
Name of Principal

Amie Akuma
Signature of Principal

09/27/2023
Date



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

KOREMATU DISCOVERY ACADEMY

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Parent Teacher Conferences
- Parent Teacher Home Visits
- Back to School Night
- Classroom Workshops
- Newsletters

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Parent Teacher Conferences
- Parent Workshops
- School Site Council
- Back to School Night

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Sharing the Policy through Parent Square
- Sending copies of the policy home with students
- Presenting at Fall Conferences

The school communicates to families about the school's Title I, Part A programs by:

- Holding an annual Title 1 Meeting
- Holding Monthly School Site Council Meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Parent Teacher Conferences
- Parent Teacher Home Visits
- Back to School Night
- Classroom Workshops
- Newsletters

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Parent Square posts and alerts
- Flyers home in home language

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Soliciting parents at Back to School Night
- Connecting Parents to Oakland Ed Fund for clearance
- Reaching out to individual parents

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Weekly Homework Folders
- Parent Workshops

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Trainings from the Family Engagement Office
- School Site Council Meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Monthly SSC Meetings in the evening with an option for Zoom
- Monthly Coffee at the Curb with the Principal

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Sending the Policy beforehand in all languages

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Translation for meetings
- Translation for conferences
- Flyers in home languages

The school provides support for parent and family engagement activities requested by parents by:

- Creating parent workshops

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Working with Family Engagement office to establish PAT

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by Korematsu Discovery Academy on **September 27, 2023** and will be in effect for the period August 1, 2023 through **May 31, 2024**.

The school will distribute this policy to all parents on or before September 30, of the current school year.

<u>Amie Akuma</u>	<u><i>Amie Akuma</i></u>	<u>09/27/2023</u>
Name of Principal	Signature of Principal	Date

[Please link the School-Parent Compact to this document.](#)

Política escolar del Título I, Parte A, sobre la participación de padres y familias

Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con aportes y distribución de todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familiares del Título I, Parte A

Korematsu Discovery Academy

acuerda implementar las siguientes prácticas de participación, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:

OUSD Estándar de participación familiar 1: Programa de educación para padres / cuidadores

Las familias reciben apoyo con habilidades de crianza de los hijos, comprensión del desarrollo del niño y el adolescente y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda asistencia a los padres para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el logro de sus hijos mediante:

- Reuniones de padres y profesores
- Visitas a domicilio
- Noche de vuelta al cole
- Talleres en el aula
- Boletines

La escuela brinda asistencia a los padres para comprender los parámetros de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el logro de sus hijos mediante:

- Reuniones de padres y profesores
- Talleres para padres
- Consejo escolar
- Noche de vuelta al cole

OUSD Estándar de participación familiar 2: Comunicación con padres y cuidadores

Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela se comunica a las familias sobre la Política de participación de los padres y la familia de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- Compartir la política a través de Parent Square
- Enviar copias de la política a casa con los alumnos
- Presentación en las conferencias de otoño

La escuela se comunica a las familias sobre los programas Título I, Parte A de la escuela mediante:

- Una reunión anual del Título 1
- Los reuniones mensuales del Consejo Escolar

La escuela se comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del alumno y los niveles de competencia que se espera que los alumnos cumplan:

- Reuniones de padres y profesores
- Visitas a domicilio
- Noche de vuelta al cole
- Talleres en el aula
- Boletines

La escuela distribuye información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entienden por:

- Mensajes y alertas de Parent Square
- Folletos en el idioma del país de origen

OUSD Estándar de participación familiar 3: Programa de voluntariado para padres

Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para que las familias participen como voluntarios en las aulas y otras actividades escolares al:

- Solicitar a los padres en la Noche de Vuelta al Cole
- Poner en contacto a los padres con Oakland Ed Fund para obtener autorización
- Llegar a padres individuales

OUSD Estándar de participación familiar 4: Aprendizaje en casa

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- Carpetas semanales de deberes
- Talleres para padres

OUSD Estándar de participación familiar 5: Poder y decisiones compartidas

Las familias y el personal de la escuela son socios en las decisiones que afectan a los niños y las familias, y juntos informan, influyen y crean políticas, prácticas y programas.

Con la asistencia de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios mediante:

- Formación de la Oficina de Participación Familiar
- Reuniones del Consejo Escolar

La escuela ofrece oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- Reuniones mensuales del CSE por la tarde con opción de Zoom
- Café mensual con el Director

La escuela involucra a los padres de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:

- Envío previo de la Política en todas las lenguas

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Traducción para reuniones
- Traducción para conferencias
- Folletos en idiomas locales

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres:

- Creación de talleres para padres

OUSD Estándar de participación familiar 6: Colaboración y recursos de la comunidad

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Colaboración con la Oficina de Participación Familiar para crear el PAT

Adopción

Esta política fue adoptada por el Consejo Escolar de Korematsu Discovery Academy el 27 de septiembre y estará vigente durante el período del 1 de agosto de 2023 al 31 de mayo de 2024.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2023 o antes.

<u>Amie Akuma</u>	<u><i>Amie Akuma</i></u>	<u>09/27/2023</u>
Name of Principal	Signature of Principal	Date

Adjunte el Pacto entre la escuela y los padres a este documento.



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

KOREMATSU DISCOVERY ACADEMY

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Felipe Tachiquin
Vice Chairperson:	Adriana Moreno
Secretary:	Derek Pirner/Andrea Ruiz

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
1 Amie Akuma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
0 Derek Pirner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
0 Andrea Ruiz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
1 Miguel Ahumada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1 Felipe Tachiquin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Josseline Hernandez (Parent of an EL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Juan Melendez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Adriana Moreno (Parent of an EL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Victoria Berduo (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	4th Wednesday of the Month at 5:00pm
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SSC Legal Requirements (EC Sections 65000-65001):

- 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 except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

