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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy



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

2025-26 School Plan for Student Achievement (SPSA)

School: Fred T. Korematsu Discovery Academy
CDS Code: 1612590112813
Principal: Amie Lamontagne
Date of this revision: 5/15/25

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: 5/15/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
 Comprehensive Support & Improvement (CSI) Grant
 Additional Targeted Support & Improvement
 Title I Targeted Assistance Program
 Local Control Funding Formula Equity Multiplier
 Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/15/2025

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	<i>Amie Akuma</i>	5/15/2025
<i>Principal</i>	Signature	Date
Sonia Espejel	<i>sonia espejel</i>	05/15/2025
<i>SSC Chairperson</i>	Signature	Date
<i>SELLS Representative (optional)</i>		
Sabrina Moore	<i>Sabrina Moore</i>	5/19/25
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/20/25
<i>Director, Strategic Resource Planning</i>	Signature	Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/13/2025	Staff	Staff provided feedback on priority strengths and challenges in reaching LCAP goals 1-4
1/14/2025	Family	Parents provide feedback on priorities for KDA in 24-25 through survey for Title 1 and CCSPP Funds
1/27/2025	SSC & SELLS	Overview of site plan and feedback on budget proposals for 24-25.
1/24/2025	2nd-5th Grade Students	Sown to Grow Response to "How could we bring more joy to KDA?" to provide feedback for CCSPP funds

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$66,230.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$756,039.99

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$64,440
Title I, Part A Parent & Family Engagement (#3010)	\$1,790
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$66,230

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$756,039.99

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$18,400
LCFF Equity Multiplier (#7399)	\$50,967
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CSPP #6332)	\$281,000
Proposition 28 (Arts & Music in Schools #6770)	\$56,410
SUBTOTAL OF STATE & LOCAL FUNDING:	\$689,810

2025-26 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:	Board Approval Date:

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.

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, 2023-24

% 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:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

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%	64.7%	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	58.3%	39.3%	not available until fall 2025	75.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.3%	57.1%	not available until fall 2025	80.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
<small>*SBAC & CAST exclude 10% penalty, if applicable.</small>					
SBAC ELA Distance from Standard Met	All Students	-92.5	-129.6	not available until fall 2025	-62.5
SBAC ELA Participation	All Students	94.1%	100.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.7%	63.4%	not available until fall 2025	75.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
<small>*SBAC & CAST exclude 10% penalty, if applicable.</small>					

SBAC Math Distance from Standard Met	All Students	-109.3	-109.3	not available until fall 2025	-80.0
SBAC Math Participation	All Students	96.3%	96.3%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	9.4%	12.1%	not available until fall 2025	30.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.5%	12.1%	not available until fall 2025	30.0%
California Science Test (CAST) Participation	All Students	94.0%	91.7%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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	-179.4	not available until fall 2025	-62.5
SBAC ELA Distance from Standard Met	Low-Income Students	-91.4	-129.4	not available until fall 2025	-75.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	84.8%	not available until fall 2025	40.0%

SBAC Math Distance from Standard Met	Special Education Students	-153.0	-171.5	not available until fall 2025	-80.0
SBAC Math Distance from Standard Met	Low-Income Students	-107.6	-109.6	not available until fall 2025	-85.0
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	12.3%	8.1%	not available until fall 2025	35.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	10.0%

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.0%	90.8%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.8%	0.5%	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	1.9%	0.0%	not available until fall 2025	0.9%
Out-of-School Suspensions	Special Education Students	3.2%	1.8%	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	86.1%	44.0%	not available until fall 2025	20.0%
Chronic Absenteeism	African American Students	88.9%	51.4%	not available until fall 2025	25.0%

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

School Goal: By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

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%	69.3%	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> -Robust Literacy Pogram including targeted Tier 3 individual tutoring -SIPPS groups daily for K-5 -Consistent tutors, IEP services -All classrooms consistently using District Curriulum: EL Ed, EM2 -Linking community work to projects in ELA -Improved school's overall scores in Phonemic Awareness and Phonics -Improved participation in CEA data entry, due to additionally prep provided by funding EEIP and TSA support in Title 1 and Supplemental
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> -Staff representation for focal AA group -Increases in growth and mastery data for AA over time -Teacher positions are filled for all SCP and RSP, creating consistent direct support for students with IEPs -D-ELD is on the calendar and completed daily -Teachers use identified GLAD strategies to increase langauge access for all MLLs in ELA, Math, Science, and Social Studies

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<ul style="list-style-type: none"> <i>-CSM holds consistent SARTs and follows through on SARB referrals</i> <i>-Strong Tier 1 and 2 incentives for students with good or improved attendance</i> <i>-Mental health services available for all students who need them</i> <i>-RJ supports managing student behavior without suspensions</i> <i>-Strong relationships with students and families</i> <i>-CCSPP grant allows for creating a robust COST team that identifies critical supports for students, classes, and teachers</i>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<ul style="list-style-type: none"> <i>-3 consistently staffed 50 minute preps</i> <i>-PD time is purposeful for planning and data analysis related directly to District Goals</i> <i>-Staff is supportive and kind to each other</i>

Goal Area:	School Goal:	Priority Challenges
<p>LCAP Goal 1:</p>	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> -No time for ELPAC and SBAC practice tests -Not enough time to teach everything, teachers need more time to plan and prepare -Not enough focus time on comprehension
<p>LCAP Goal 2:</p>	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> -Less targeted support for Math for focal students -Inconsistency in meeting IEP minutes -KDA has a disproportionately high number of students with IEPs -Not all teachers are GLAD certified -No targeted newcomer support available

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p><i>-Lack of consequences for chronic absenteeism from District, County, State</i> <i>-Lack of understanding the REAL reason that students are absent</i> <i>-High percentage of unverified absences</i> <i>-Less engaging ASP enrichments, which has previously been a draw for student attendance</i> <i>-Neighborhood safety</i> <i>-We need to be able to identify and fund more field trips and field experiences to support student engagement with academic content.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>-Need to identify funding to provide additional preps and planning periods to allow teachers to access more coaching and data analysis support</i> <i>-School is almost annually threatened with closure, causing continued trauma and anxiety</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Fred T. Korematsu Discovery Academy

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

KDA has been able to implement the SPSA strategies identified for this year. One change has been to convert an Early Literacy Tutor paid for with the Equity Multiplier Grant to a MathBoost tutor, in order to provide for targeted math acceleration in grades 2-5.

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

Our site plan has been effective so far this year as we are seeing growth in iReady from Fall to Midyear in both math and reading, an increase in SIPPS mastery tests completion for 1st-5th grade, higher CEA completion rates across all grades, decreased chronic absenteeism, and improved ADA.

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.

Most of the changes that will be made will be regarding funding sources and positions, given changes in the 25-26 budget. Our strategies and practices will continue.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
4310 - Materials and Supplies	Teachers were able to identify supplies needed for their classrooms to support implementing grade level curriculum and purchase those supplies using Title 1 funds.	College/Career Readiness	Supplies support implementation of District Curriculum.	Due to having supplies to maintain implementation of District Curriculum, 100% of teachers are completing CEAs.	We will continue to fund supplies to support curriculum implementation.

TSA Classroom 10Mos	10 Month Classroom TSA to support planning, coaching, and testing.	i-Ready Reading at or above Mid-Grade	The 10 month TSA supports teachers weekly by pushing into prep periods to grade, enter, and analyze data. The TSA supports newer teachers through induction and coaching. The TSA manages tutor schedules and Ignite tutoring. The TSA also manages all testing at KDA from iReady to DIBELS to ELPAC, ensuring compliance and completion.	100% of teachers completed Math and ELA CEAs during Cycle 1. Testing completion rates remain at 90-95% for CEAs, DIBELS, and iReady. ELPAC is planned, as well as SBAC. Teachers receive weekly support during a prep. 3/3 new teachers have an onsite induction coach.	We will continue to fund the TSA, however, we will move the funding source due to budget changes for 2025-2026.
2222 - Class ET/OT	Overtime for classified staff to provide translation for parent-teacher conferences.	Student Connectedness to School	Classified staff provide translation for parent-teacher conferences, to support student connectedness to school.	Due to the availability of on-site translation, teachers are able to meet with 90-100% of families every conference window during the school year.	We will discontinue this funding, due to budget constraints.
4311 - Meeting Refreshments	Refreshments for in person parent events and meetings	Student Connectedness to School	Having meeting refreshments available for in person meetings and events encourages family attendance at events.	We have been able to support 5 family events with refreshments this year.	We will continue this investment for next year, as it supports family engagement.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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 in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	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	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.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	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.	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: By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need:
 Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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 *Instructions & resources*

#	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
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</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 2025-26 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
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			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.	172-1
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			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.	172-2
Funding for an additional art class per week will provide all students with a second dedicated art session, enriching their creative expression, critical thinking, and fine motor skills. This investment will also give teachers a third prep period, allowing for increased professional development and collaboration, ultimately strengthening instructional practices. By enhancing both student engagement and teacher effectiveness, this initiative will benefit all students schoolwide through improved learning experiences across subjects.	\$24,056	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10067	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.3			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

PROPOSED 2025-26 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
Funding will support an extended contract for the art teacher to provide art enrichment after school, giving students additional opportunities for creative expression and skill development. This extended learning time will enhance engagement, critical thinking, and artistic growth, supporting well-rounded student development. All participating students will benefit from enriched learning experiences beyond the regular school day.	\$1,200	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			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.	172-4
Funding will provide art supplies to ensure students have the materials needed for creative expression and hands-on learning in art class. Access to quality supplies will enhance engagement, critical thinking, and fine motor skills, enriching the overall learning experience. All students will benefit from a well-resourced art program that fosters creativity and self-expression.	\$6,154	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			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.	172-5
Funding for an additional art class per week will provide all students with a second dedicated art session, enriching their creative expression, critical thinking, and fine motor skills. This investment will also give teachers a third prep period, allowing for increased professional development and collaboration, ultimately strengthening instructional practices. By enhancing both student engagement and teacher effectiveness, this initiative will benefit all students schoolwide through improved learning experiences across subjects.	\$8,019	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10067	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.1			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.	172-6
Funding will support an extended contract for the art teacher to provide art enrichment after school, giving students additional opportunities for creative expression and skill development. This extended learning time will enhance engagement, critical thinking, and artistic growth, supporting well-rounded student development. All participating students will benefit from enriched learning experiences beyond the regular school day.	\$12,000	Arts & Music in Schools (Proposition 28) Carryover	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			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.	172-7

PROPOSED 2025-26 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
Funding will provide art supplies to ensure students have the materials needed for creative expression and hands-on learning in art class. Access to quality supplies will enhance engagement, critical thinking, and fine motor skills, enriching the overall learning experience. All students will benefit from a well-resourced art program that fosters creativity and self-expression.	\$4,981	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			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.	172-8
The TSA will provide targeted, data-driven support beyond what has traditionally been available by managing intervention programs, overseeing assessment implementation, and analyzing schoolwide literacy and math data to drive instructional improvements. Through coaching and mentoring, they will ensure that new and developing teachers receive direct, ongoing support to implement best practices effectively. Additionally, by leading classroom walkthroughs and bringing district-level expectations to the site, the TSA will enhance instructional continuity and elevate teaching and learning across all grade levels.	\$75,856	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.5			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.	172-9
Our Restorative Justice Facilitator fosters a positive, inclusive school culture by implementing Tier 1, 2, and 3 RJ practices. They support schoolwide community-building, lead small-group interventions for conflict resolution, and facilitate harm circles to restore relationships. Through this work, our school remains committed to a restorative model that promotes student growth, accountability, and a strong sense of belonging.	\$55,347	California Community Schools Partnership Program	2205	Classified Support Salaries	9887	Restorative Justice Facilitator	0.5			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.	172-10

PROPOSED 2025-26 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
The CSM ensures timely student support by overseeing COST, behavior management, and attendance initiatives, including SART and SARB meetings. They facilitate smooth transitions, positive recess interactions, and Restorative Justice practices, while also connecting families to essential resources. Additionally, they provide SEL support, working with teachers to develop strategies that minimize disruptions and promote a productive learning environment for all students.	\$64,407	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10066	11-Month Community School Manager	0.5			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.	172-11
Funding will support two clinical interns to provide individual and small-group mental health services, addressing students' emotional and behavioral needs. By offering targeted support, this will enhance student well-being, focus, and academic success. All students in need of mental health services will benefit, creating a healthier, more supportive school environment.	\$29,390	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			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.	172-12
The Early Literacy Tutor will provide targeted literacy intervention for identified 3rd-5th grade students, using the district-approved curriculum to support foundational reading skills, comprehension, and fluency. By delivering small-group instruction, the tutor will play a critical role in helping students reach grade-level literacy benchmarks and build confidence as readers.	\$43,893	California Community Schools Partnership Program Carryover	2105	Classified Instructional Aide Salaries	10353	Early Literacy Tutor	0.8			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.	172-13

PROPOSED 2025-26 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
Funding will support field trips that provide students with hands-on, real-world learning experiences beyond the classroom. These opportunities will enhance engagement, deepen understanding of academic concepts, and build social-emotional skills. All students will benefit from expanded learning, fostering curiosity, critical thinking, and a stronger connection to their education.	\$12,107	California Community Schools Partnership Program Carryover	4399	Unallocated	n/a	n/a	n/a			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.	172-14
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			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
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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.	172-16

PROPOSED 2025-26 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
Funding will support an Academic Mentor to provide instructional support and targeted interventions for students. By offering personalized guidance and academic assistance, this role will help improve student achievement, confidence, and engagement. Students needing additional support will benefit, ensuring greater success in the classroom.	\$50,967	LCFF Equity Multiplier	4399	Unallocated	n/a	n/a	n/a			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.	172-17
Funding will support additional professional development days before the school year begins, allowing staff to collaborate, plan, and strengthen instructional practices. This will ensure high-quality teaching from day one, leading to better student engagement and academic success. All students will benefit from a well-prepared and cohesive teaching team.	\$16,150	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			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.	172-18
Funding will provide substitute teachers to support ELPAC testing, ensuring that designated staff can administer assessments without disrupting classroom instruction. This will allow accurate identification of language support needs while maintaining consistent learning for all students. Both English learners and their classmates will benefit from a smooth testing process and uninterrupted instruction.	\$2,250	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Develop explicit strategies for ELLs (see conditions for English Language Learner Tab)	172-19

PROPOSED 2025-26 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
Funding will provide supplies for parent engagement events, creating welcoming, interactive opportunities for families to connect with the school community. Strengthening family-school partnerships will lead to greater student support, engagement, and academic success. All students and families will benefit from increased collaboration and involvement in their child's education.	\$590	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		Chronic Absenteeism	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.	172-20
Funding will provide refreshments for parent meetings, creating a welcoming and inclusive environment that encourages family participation. Increased parent engagement strengthens the home-school connection, leading to greater student support and academic success. All students and families will benefit from enhanced collaboration and involvement in the school community.	\$1,200	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Chronic Absenteeism	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.	172-21
Funding will support a full-time EEIP teacher will provide physical education to students while also providing teachers with an additional prep period for data analysis and planning with the TSA. Dedicated teacher collaboration time and additional prep time will strengthen instructional effectiveness. All students and teachers will benefit from a well-rounded, high-quality learning environment.	\$55,022	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7213	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.6		SBAC ELA Distance from Standard Met	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.	172-22

PROPOSED 2025-26 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
Funding will provide school supplies, ensuring that all students have supplemental materials needed for learning and engagement. Access to supplemental resources will enhance academic success, creativity, and classroom participation. All students and teachers will benefit from a better-equipped learning environment that fosters achievement.	\$4,418	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	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.	172-23
Funding will support field trips that provide students with hands-on, real-world learning experiences beyond the classroom. These opportunities will enhance engagement, deepen understanding of academic concepts, and build social-emotional skills. All students will benefit from expanded learning, fostering curiosity, critical thinking, and a stronger connection to their education.	\$5,000	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a		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 or opportunities for student-led conferences.	172-24



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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.

Korematsu 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:

- Holding Parent/Teacher Conferences 3x per year
- Hold monthly SSC Meetings to review student achievement data
- Hold Parent Workshops as necessary to review school curriculum, data, and strategies to support student achievement

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:

- Back to School Night
- Open House
- Parent/Teacher Conferences
- Coffee with the Principal
- SSC Meetings
- School-wide use of Class Dojo

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 documents via Class Dojo, ParentSquare, and the School Website

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

- Holding open SSC Meetings
- Holding a Title 1 Annual Meeting

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:

- Back to School Night
- Parent/Teacher Conferences
- SSC

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:

- Posted Flyers
- ParentSquare
- Class Dojo Posts
- Social Media posts: website, Facebook, Instagram

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:

- Supporting parents to get certified as volunteers
- Asking for "Room Parents"
- Establishing a PAT: Parent Action Team

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:

- Parent/Teacher conferences
- Back to School Night
- Parent Workshops
- Math/Science and Literacy Nights

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:

- Providing professional development on Family Engagement
- Back To School Night
- Parent Teacher Conferences
- SSC

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
- Parent Teacher Conferences

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:

- Annual Title 1 Meeting
- Monthly SSC Meetings

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
- Sharing slides

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

- Collaborating with the Family Engagement Office

- Surfacing topics during Coffee with the Principal

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:

- Offering parent workshops as necessary
- Holding monthly SSC Meetings
- Establishing PAT: Parent Action Team

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

Adoption

This policy was jointly developed with parents and adopted by Korematsu Discovery Academy at the Title I Annual Meeting on August 29th, 2024. It will be in effect from August 1, 2024, through May 31, 2025.

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

Amie Lamontagne Akuma
Name of Principal



Signature of Principal

Date: 08/29/2024

[The School-Parent Compact is linked to this document.](#)



School-Parent Compact

Korematsu Discovery Academy

2024-2025

This School-Parent Compact has been jointly reviewed/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 **2024-2025** 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) In K-2, a literacy focused model that supports all students in learning the decoding skills needed to be fluent readers.
 - b) In 3-5, a systematic intervention approach to literacy that supports all students in mastering the skills needed to read fluently.
 - c) In K-5, project-based inquiry learning to support students in accessing content language, concepts, and application.
 - d) In K-5, technology to support student learning with iReady and other literacy programs.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - 1) Parent teacher conferences/Virtual Home visits 3x per year: Fall, Winter, and Spring

- 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 every trimester reflecting student achievement according to grade level standards
 - b) Teachers inform parents weekly about goals consistent with the grade level scope and sequence
 - c) Parent workshops provided on supporting student achievement

- 4) Provide parents with reasonable access to staff.**
 - a) Trimester parent/teacher conferences
 - b) Back to School Night and Open House
 - c) Monthly SSC Meetings
 - d) Coffee with the Principal

- 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) Translated school documents
 - b) Translators upon request
 - c) Volunteer opportunities

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
 - a) Back to School Night
 - b) Parent Conferences
 - c) Workshops as needed

- 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) Professional Development
 - b) Planning time for parent conferences and back to school night/expo night

- 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) Translated Talking Points texts
 - b) Class Dojo
 - c) Translated Flyers
 - d) Office Hours (while in Distance Learning)

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by limiting television watching or video games, and ensuring 30 minutes of reading every day.

This Compact was jointly developed with parents and adopted by Korematsu Discovery Academy at our Title I Annual Meeting on August 29, 2024. It will be in effect from August 1, 2024,, to May 31, 2025.

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.

A handwritten signature in black ink, appearing to read 'Amie Akuma Lamontagne', with a long horizontal flourish extending to the right.

Amie Akuma Lamontagne
Name of Principal

Signature of Principal

08/29/2024
Date

Linked here: [Parent and Family Engagement Policy](#)



KOREMATSU DISCOVERY ACADEMY

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Leahandra O'Neal
Vice Chairperson:	Sonia Espejel
Secretary:	Maria Pirner
LCAP Rep	Sonia Espejel

8 SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd)
Amie Lamontagne	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Tania Martinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Maria Pirner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Isela Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Leahndra O'Neal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sonia Espejel (Parent of EL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Maria Santillan (Parent of EL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Luz Carrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Blanca Espana (Alternate)	<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: (Day/Month/Time)	4th Wednesday of every month, at 5:00 PM
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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

