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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy



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

2026-27 School Plan for Student Achievement (SPSA)

School: Fred T. Korematsu Discovery Academy
CDS Code: 1612590112813
Principal: Amie Lamontagne
Date of this revision: 4/30/26

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: 4/30/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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: 4/30/2026

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:

<u>Amie Lamontagne</u> <i>Principal</i>	<u>Amie Akuma</u> Signature	<u>4/30/2026</u> Date
<u>Christina Hernandez</u> <i>SSC Chairperson</i>	<u>christina hernandez</u> Signature	<u>4/30/26</u> Date
<u>SELLS Representative (optional)</u>	<u>Signature</u>	<u>Date</u>
<u>Sabrina Moore</u> <i>Network Superintendent</i>	<u>Dr. Sabrina Moore</u> Signature	<u>05/04/2026</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>5/4/26</u> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/15/2025	SSC	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals and strategies, Reflected on instructional practices and supports, Facilitated group feedback on SPSA sections
1/12/2026	Faculty	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a
2/2/2026	SSC	Discussed proposed expenditures and priorities
1/12/2026	Faculty	Reviewed SPSA goals and strategies
9/9/2025	ILT	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$101,360
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$671,103

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 Resource 3010	\$99,550
Title I Parent & Family Engagement Resource 3010	\$1,810
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$101,360

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$671,103

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$17,400
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$223,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$44,375
SUBTOTAL OF STATE & LOCAL FUNDING:	\$569,743

2026-27 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: 6/24/2026

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.2%	18.9%	66.1%	2.8%	4.4%	28.9%	100.0%	41.1%	1.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.8%	2.2%	2.2%	0.6%	0.6%	1.1%	99.4%	10.0%	85.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	23.5%	64.7%	20.8%	50%	65%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	58.3%	39.3%	63.6%	75%	80%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.3%	57.1%	60.7%	70%	80%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-92.5	-129.6	-115.8	-95.00	-62.0
SBAC ELA Participation	All Students	94.1%	100.0%	95.5%	95.0%	95%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.7%	63.4%	53.5%	58.0%	65.0%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-109.3	-109.3	-119.0	-95.0	-80.0
SBAC Math Participation	All Students	96.3%	96.3%	95.5%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.5%	12.1%	0.0%	20.0%	30.0%
California Science Test (CAST) Participation	All Students	94.0%	91.7%	93.8%	95.0%	95.0%

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

School Goal:	By May of 2027 <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
Identified School Need:	<ul style="list-style-type: none"> - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-124.8	-179.4	-143.5	-120.0	-62.0
SBAC ELA Distance from Standard Met	Low-Income Students	-91.4	-129.4	-116.7	-105.0	-75.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	84.8%	73.1%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-153.0	-171.5	-174.1	-150.0	-80.0

SBAC Math Distance from Standard Met	Low-Income Students	-107.6	-109.6	-117.3	-105.0	-85.0
Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	12.3%	8.1%	7.4%	35.0%	18.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	10.0%	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	2026-27 New Target
Student Connectedness to School	All Students	75.0%	90.8%	79.7%	90.0%	90.0%
Out-of-School Suspensions	All Students	0.8%	0.5%	1.5%	0.5%	0.5%
Out-of-School Suspensions	African American Students	1.9%	0.0%	2.5%	0.9%	0.5%
Out-of-School Suspensions	Special Education Students	3.2%	1.8%	1.6%	1.0%	0.5%
Chronic Absenteeism	All Students	86.1%	44.0%	46.5%	30.0%	20.0%
Chronic Absenteeism	African American Students	88.9%	51.4%	53.1%	45.0%	25.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	68.8%	69.3%	67.9%	80.0%	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<ul style="list-style-type: none"> -Strong implementation of Tier 1, Tier 2, Tier 3 Literacy System (UFLI, SIPPS, Ignite) -3 Early Literacy Tutors to support SIPPS and UFLI Block -ALL Block running in grades 3-5 -Use of EL Ed curriculum -EL Ed Lab School launched, 13 days of additional coaching -MathBoost tutor supporting Problem Set and pulling groups for 3-5
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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</p>	<ul style="list-style-type: none"> -Strong implementation of Tier 1, Tier 2, Tier 3 Literacy System (UFLI, SIPPS, Ignite) -3 Early Literacy Tutors to support SIPPS and UFLI Block -ALL Block running in grades 3-5 -Use of EL Ed curriculum -EL Ed Lab School launched, 13 days of additional coaching -MathBoost tutor supporting Problem Set and pulling groups for 3-5 -DELD provided daily using UnlockELD -RSP and para provide consistent support for students with IEPs
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<ul style="list-style-type: none"> -Provide strong Tier 1 incentives for positive attendance: weekly attendance challenges, monthly attendance certificates, attendance raffles -Tier 2 students identified for Saturday School to complete independent study packets -SARTs and SARBs completed for identified students -Attendance team meets weekly

<i>LCAP Goal 4:</i>	By May 2027, 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.	<ul style="list-style-type: none"> -Weekly TSA support during 4th prep for planning, data analysis, and coaching -Coaching tracker to track trends and next steps -13 days of coaching from EL Ed coach -New teachers attend monthly NTPD
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, 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"> -Attendance and chronic absenteeism continue to be a struggle -So many SEL/MTSS supports compete with Tier 1 instruction time -Experiential learning opportunities are needed to strengthen academic vocabulary and content understanding.
<i>LCAP Goal 2:</i>	<p>By May of 2027</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"> -Attendance and chronic absenteeism continue to be a struggle -So many SEL/MTSS supports compete with Tier 1 instruction time -Data show disproportionate discipline outcomes for certain student groups, contributing to gaps in academic performance and reduced access to consistent instruction.

<i>LCAP Goal 3:</i>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>-Reliable transportation is a challenge for many families</p> <p>-Same SART/SARBs for the same families: unsure what are the next steps and interventions to put in place</p> <p>-Increased communication and capacity-building opportunities are needed to empower families as partners in academic achievement.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, 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.</p>	<p>-Being a small school, new teachers lack grade level partners who are experienced in their profession. This makes the experience somewhat isolating and challenging to get to observe quality instruction at your own grade level, or have a strong planning partner.</p> <p>-Teachers in need of structured time for data analysis and lesson planning to strengthen Tier 1 instruction and intervention design.</p> <p>-Students demonstrate varied levels of readiness, and teachers need supplemental instructional resources to provide differentiated support aligned to grade-level standards.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Fred T. Korematsu Discovery Academy

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 practices and strategies from our 2025-2026 SPSA with success. The only adjustment made was to split the additional .8 ELT position into two .4 ELTs to provide more tutors for Tier 2 intervention.

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

We have seen growth for all subgroups from BOY to MOY iReady reading and Math. We are seeing improvement in satisfactory attendance.

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 continue to look for strategies to improve attendance, as this is not improving at the rate we would like it to.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
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<p>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.</p>	<p>Student Connectedness to School</p>	<p>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.</p>	<p>The strategy of buying supplies to improve Family Engagement events has been effective. Over 50% of families attended Back to School Night, and over 90% participated in their first parent teacher conference. 100% of parents in TK/K participated in an attendance workshop to improve parent engagement with improved attendance. At our Literacy Night, 60% of families participated in schoolwide literacy stations stocked with supplies from this fund.</p>	<p>Continue because this funding allows us to offer engaging family events</p>
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<p>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.</p>	<p>Student Connectedness to School</p>	<p>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.</p>	<p>We had our most well attended SSC establishment meeting, resulting in 3 alternate members on our SSC this year. Additionally, we are able to provide refreshments and snacks for our Rocket Community Club, a group of parents who plan and support school wide events.</p>	<p>Continue because refreshments allow us to engage families.</p>
<p>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.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>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.</p>	<p>Every teacher is able to participate in a weekly 50 minute PLC led by the TSA that focuses on schoolwide initiatives, while maintaining 3 other common preps so that Wednesday PD provides adequate time for schoolwide alignment. Additionally, 100% of students are able to access 100 minutes of PE per week with a certificated PE teacher and able to experience all PE standards for their grade.</p>	<p>Continue because it provides both 100 minutes of PE per student, plus additional PLC time with the TSA.</p>

<p>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.</p>	<p>Student Connectedness to School</p>	<p>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.</p>	<p>100% of classrooms are able to host Celebrations of Learning for EL Ed modules.</p>	<p>Continue because this supply budget allows us to support teachers in creating strong Celebrations of Learning tied to EL Ed Modules.</p>
<p>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.</p>	<p>College/Career Readiness</p>	<p>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.</p>	<p>100% of students at KDA participate in at least 2 field trips, allowing students to experience a college tour, the Bay Area Discovery Museum, Kayaking, EB MUD, and many more outdoor field trips.</p>	<p>If funding allows, we hope to continue this, as it supports our students in accessing field trips consistently.</p>

2026-27 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](#)

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

School Goal:	By May 2027, 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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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	Use DIBELS and iReady data to create targeted Tier 2 and Tier 3 intervention with SIPPS and Ignite tutoring. Progress monitor monthly and review groups with ILT and teachers.	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 Module Celebrations of Learning.	All Students	Academic	Tier 1 : Universal
1-4	Monitor and support implementation of Tier 1 and Tier 2 curriculum instruction through weekly walkthroughs and coaching cycles with identified teachers.	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 2027 - 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. CSM 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. CSM 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. CSM 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 2027, 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.
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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.
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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?
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	Meet bi-weekly with ILT to review school data, walkthrough trends, and lesson plans to identify PD and PLC foci.	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				
#	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.	African American	Behavioral	Tier 2 - Supplemental
5-2	ILT 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>ELL Progress Data</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 2026-27 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.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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			0.00			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
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.	\$24,887	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10067	Teacher Education Enhancement	0.30			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
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.	\$4,732	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	172-4

PROPOSED 2026-27 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.	\$7,405	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Create a culture of student ownership and celebration of learning by calendaring and planning at least two Module Celebrations of Learning.	172-5
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.	\$5,881	Arts & Music in Schools (Proposition 28) Carryover	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	172-6
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.	\$1,470	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies			0.00			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 2026-27 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
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.	\$64,017	California Community Schools Partnership Program	2205	Classified Support Salaries	9887	Restorative Justice Facilitator	0.50			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.	172-8
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.	\$82,670	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10066	Prog Mgr Community Schools11	0.50			Chronic Absenteeism: Continue to address chronic absenteeism through targeted supports. CSM 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.	172-9
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.	\$9,950	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Create a culture of student ownership and celebration of learning by calendaring and planning at least two Module Celebrations of Learning.	172-10

PROPOSED 2026-27 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.	\$12,114	California Community Schools Partnership Program	5826	External Work Order Services			0.00			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.	172-11
Funding will support translation services for parent engagement meetings and events, allowing greater access to community engagement for all KDA families.	\$3,787	California Community Schools Partnership Program Carryover	2225	Classified Support Salaries: Overtime			0.00			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.	172-12
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.	\$1,213	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			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.	172-13

PROPOSED 2026-27 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 2 days per week of an additional clinician on campus to provide Tier 3 individual therapy, in order to support student mental health and family systems.	\$50,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			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.	172-14
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			0.00			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			0.00			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.	172-16
Funds will provide access to substitute coverage for teachers to engage in daylong planning and data analysis, as well as observing other teachers.	\$1,250	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			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.	172-17
Funds will support installing technology to support learning in classrooms, making instruction for accessible for all learners.	\$16,150	LCFF Supplemental	4410	Equipment < \$5,000			0.00			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.	172-18

PROPOSED 2026-27 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 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.	\$73,966	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10703	TSA 11Mon 12Pay	0.50			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.	172-19
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.	\$82,670	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	10066	Prog Mgr Community Schools11	0.50			Chronic Absenteeism: Continue to address chronic absenteeism through targeted supports. CSM 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.	172-20
Funding will support an EEIP teacher to provide enrichment learning for students and preparation time for teachers, overall enhancing our whole child programming.	\$46,731	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	7213	Teacher Education Enhancement	0.50			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.	172-21

PROPOSED 2026-27 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 part time Library Tech to support students in accessing bi-weekly Library sessions and access to high interest books.	\$53,245	Measure G, Library Support	2205	Classified Support Salaries	7781	Library Technician	0.50			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.	172-22
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.	\$41,479	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10067	Teacher Education Enhancement	0.50			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.	172-23
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.	\$610	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		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.	172-24

PROPOSED 2026-27 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 will provide meeting refreshments to increase family engagement in targeted school wide activities.	\$1,200	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		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.	172-25
Funding will support a full-time EEIP teacher will provide 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.	\$46,731	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7213	Teacher Education Enhancement	0.50		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.	172-26
The Early Literacy Tutor will provide targeted literacy intervention for identified Kindergarten-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.	\$23,016	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	11474	Early Literacy Reading Tutor	0.40		i-Ready Reading at or above Mid-Grade	Use DIBELS and iReady data to create targeted Tier 2 and Tier 3 intervention with SIPPS and Ignite tutoring. Progress monitor monthly and review groups with ILT and teachers.	172-27
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.	\$12,803	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	9887	Restorative Justice Facilitator	0.10		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.	172-28

PROPOSED 2026-27 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.	\$12,866	Title I, Part A Schoolwide Program	4310	School Office Supplies			0.00		College/Career Readiness	Create a culture of student ownership and celebration of learning by calendaring and planning at least two Module Celebrations of Learning.	172-29
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.	\$4,134	Title I, Part A Schoolwide Program	5826	External Work Order Services			0.00		Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two Module Celebrations of Learning.	172-30
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.	\$73,966	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10703	TSA 11Mon 12Pay	0.50			Monitor and support implementation of Tier 1 and Tier 2 curriculum instruction through weekly walkthroughs and coaching cycles with identified teachers.	172-31
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.	\$30,716	Literacy Coaches & Reading Specialists Grant	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	172-32



**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
- Parent Square

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 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
- 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 Rocket Community Club

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 Rocket Community Club

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 15th, 2025. It will be in effect from August 11, 2025, through May 31, 2026.

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: 08/15/2025

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



School-Parent Compact

Korematsu Discovery Academy

2025-2026

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 **2025-2026** 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
 - 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

- 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) Parent Square
 - 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 15, 2025. It will be in effect from August 1, 2025, to May 31, 2026.

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

08/15/2025
Date

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



Strategic Resource Planning (SRP)

Korematsu Discovery Academy
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Christina Hernandez
Vice Chairperson:	Sonia Espejel
Secretary:	Maria Pirner

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?)
Amie Akuma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	---
Maria Pirner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Tania Martinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Isela Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
1 Sonia Espejel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1 Christina Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1 Maria Santillan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Carla Valenzuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1 ALTERNATE: Yolanda Gabino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1 ALTERNATE: Adriana Moreno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1 ALTERNATE: Brenda Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	4th Mondays at 8:45am
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SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

