

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Fred T. Korematsu Elementary School
Address	3100 Loyola Dr. Davis, CA 95616
County-District-School (CDS) Code	57726780111401
Principal	Diana Curtaz
District Name	Davis Joint Unified School District
SPSA Revision Date	June 2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 22, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our vision is to create an inclusive, socially just, equitable learning environment; where students, staff and parents practice pro-social skills, in order to interact with an ever-changing interdependent world.

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School Profile

Fred T Korematsu is a TK-6th Social Justice School, based in Davis, CA that opened in 2006 as a K/1 school, expanded to a K-6 in 2008, then became a TK-6 in 2013. Korematsu has approximately 500 students and approximately 67 employees: 19 classroom teachers, 10 specialists (reading, special education, library, science, speech, psychologist, ELD, counselor), computer technician, library technician, two custodians, inclusion/special education paraeducators, multiple reading paraeducators, a math paraeducator, and two music teachers (band/strings). We have many auxiliary staff members on site (nurse, administrative assistants, Occupational Therapist, etc.). Korematsu has the following educational programs: Music (Band/String), Reading Intervention, English Language Development, Gardening, Science (4th-6th), Special Education/Inclusion, and Library. We are also in year 2 of Positive Behavioral Interventions and Supports (PBIS), which is a program that supports student behaviors both in and out of the classroom.

The Korematsu Parent Teacher Organization (KPTO) supports both in-school and extracurricular programs offered at Korematsu: Art, Choir, Chess, Running Club, Music, Theater, primary STEM, staff grants and materials, etc. (website: <https://korematsupto.org/>).

The SPSA focuses on funding through Title 1, LCFF Base, and LCFF Supplemental to support the programs we have in place to add/enhance student learning and outcomes. We have many programs at Korematsu that are funded by the district: PBIS (pays for training and support of the PBIS team), a reading Specialist and paraeducator support for our Reading Intervention program, an ELD Specialist to work with our English Learners, and a full-time counselor to support with Social Emotional Learning (SEL) in and out of the classroom.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback from the following stakeholders: School Site Council (SSC), English Language Acquisition Committee (ELAC), the Leadership Team, and Staff.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.40%	0.81%	0.21%	2	4	1
African American	3.79%	4.87%	5.15%	19	24	25
Asian	19.96%	17.65%	18.76%	100	87	91
Filipino	1.40%	1.62%	1.44%	7	8	7
Hispanic/Latino	14.57%	14.2%	17.32%	73	70	84
Pacific Islander	0.40%	0.2%	0.21%	2	1	1
White	50.10%	50.1%	47.84%	251	247	232
Multiple/No Response	0.60%	0.2%	8.45%	3	1	3
Total Enrollment				501	493	485

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	90	75
Grade 1	64	69	71
Grade 2	69	71	69
Grade3	51	72	71
Grade 4	78	50	59
Grade 5	63	81	56
Grade 6	85	60	84
Total Enrollment	501	493	485

Conclusions based on this data:

1. We have been losing enrollment every year. However, for the 20-21 school year, we should maintain enrollment of around 500 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	83	67	69	16.6%	13.6%	14.2%
Fluent English Proficient (FEP)	44	41	52	8.8%	8.3%	10.7%
Reclassified Fluent English Proficient (RFEP)	10	10	14	13.0%	12.0%	20.9%

Conclusions based on this data:

1. Significantly increased the percentage of students reclassified
2. Last two years, we have maintained number of English Learners after a slight decrease from 17-18 to 18-19 school year.
3. We saw a 2% increase Fluent English Proficient students

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	52	71	70	52	67	70	52	67	95.9	100	94.4
Grade 4	57	78	57	53	76	55	53	76	55	93	97.4	96.5
Grade 5	80	59	83	76	56	79	76	56	79	95	94.9	95.2
Grade 6	76	84	58	74	78	54	74	78	54	97.4	92.9	93.1
All Grades	286	273	269	273	262	255	273	262	255	95.5	96	94.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2460.	2495.	2463.	47.14	57.69	41.79	20.00	30.77	22.39	15.71	5.77	22.39	17.14	5.77	13.43
Grade 4	2483.	2502.	2513.	35.85	46.05	52.73	22.64	18.42	25.45	15.09	15.79	10.91	26.42	19.74	10.91
Grade 5	2534.	2542.	2532.	40.79	41.07	31.65	28.95	25.00	39.24	10.53	16.07	11.39	19.74	17.86	17.72
Grade 6	2585.	2565.	2564.	37.84	33.33	27.78	40.54	34.62	38.89	16.22	17.95	20.37	5.41	14.10	12.96
All Grades	N/A	N/A	N/A	40.66	43.51	38.04	28.57	27.10	31.76	14.29	14.50	16.08	16.48	14.89	14.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.43	57.69	43.28	35.71	36.54	37.31	22.86	5.77	19.40
Grade 4	35.85	35.53	41.82	49.06	47.37	43.64	15.09	17.11	14.55
Grade 5	43.42	48.21	39.24	42.11	35.71	46.84	14.47	16.07	13.92
Grade 6	39.19	34.62	33.33	51.35	47.44	48.15	9.46	17.95	18.52
All Grades	40.29	42.37	39.61	44.32	42.75	43.92	15.38	14.89	16.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	48.08	29.85	52.86	42.31	50.75	18.57	9.62	19.40
Grade 4	30.19	35.53	32.73	41.51	50.00	56.36	28.30	14.47	10.91
Grade 5	43.42	35.71	29.11	40.79	42.86	51.90	15.79	21.43	18.99
Grade 6	40.54	38.46	40.74	48.65	47.44	48.15	10.81	14.10	11.11
All Grades	36.26	38.93	32.55	46.15	46.18	51.76	17.58	14.89	15.69

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	44.23	44.78	58.57	50.00	47.76	12.86	5.77	7.46
Grade 4	20.75	38.16	29.09	56.60	50.00	67.27	22.64	11.84	3.64
Grade 5	27.63	23.21	26.58	60.53	64.29	54.43	11.84	12.50	18.99
Grade 6	31.08	25.64	33.33	66.22	65.38	53.70	2.70	8.97	12.96
All Grades	27.47	32.44	33.33	60.81	57.63	55.29	11.72	9.92	11.37

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.71	55.77	38.81	41.43	36.54	41.79	12.86	7.69	19.40
Grade 4	41.51	35.53	32.73	39.62	46.05	58.18	18.87	18.42	9.09
Grade 5	44.74	41.07	43.04	32.89	41.07	36.71	22.37	17.86	20.25
Grade 6	56.76	43.59	35.19	36.49	44.87	48.15	6.76	11.54	16.67
All Grades	47.62	43.13	38.04	37.36	42.75	45.10	15.02	14.12	16.86

Conclusions based on this data:

1. Overall, whole school 70% met standards or above
2. Significant drop of percent above standard (5% decline)
3. No significant statistical change with students scoring below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	52	71	71	52	69	71	52	69	97.3	100	97.2
Grade 4	57	78	57	54	78	57	54	78	57	94.7	100	100
Grade 5	80	59	83	77	56	80	77	56	80	96.3	94.9	96.4
Grade 6	76	84	58	75	80	56	75	80	55	98.7	95.2	96.6
All Grades	286	273	269	277	266	262	277	266	261	96.9	97.4	97.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2476.	2496.	2457.	38.03	51.92	30.43	35.21	34.62	34.78	18.31	7.69	21.74	8.45	5.77	13.04
Grade 4	2482.	2512.	2501.	20.37	33.33	24.56	31.48	39.74	43.86	31.48	15.38	21.05	16.67	11.54	10.53
Grade 5	2548.	2526.	2529.	41.56	26.79	33.75	25.97	25.00	23.75	16.88	25.00	20.00	15.58	23.21	22.50
Grade 6	2595.	2572.	2553.	46.67	35.00	29.09	24.00	28.75	29.09	21.33	22.50	21.82	8.00	13.75	20.00
All Grades	N/A	N/A	N/A	37.91	36.09	29.89	28.88	32.33	32.18	21.30	18.05	21.07	11.91	13.53	16.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64.79	67.31	42.03	19.72	25.00	39.13	15.49	7.69	18.84
Grade 4	33.33	51.95	47.37	31.48	29.87	38.60	35.19	18.18	14.04
Grade 5	46.75	42.86	46.25	32.47	25.00	26.25	20.78	32.14	27.50
Grade 6	44.00	38.75	34.55	40.00	42.50	38.18	16.00	18.75	27.27
All Grades	48.01	49.06	42.91	31.05	31.70	34.87	20.94	19.25	22.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.44	59.62	44.93	50.70	34.62	39.13	9.86	5.77	15.94
Grade 4	24.07	45.45	40.35	51.85	41.56	42.11	24.07	12.99	17.54
Grade 5	41.56	26.79	33.75	40.26	51.79	43.75	18.18	21.43	22.50
Grade 6	48.00	43.75	34.55	41.33	35.00	45.45	10.67	21.25	20.00
All Grades	39.35	43.77	38.31	45.49	40.38	42.53	15.16	15.85	19.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.25	67.31	37.68	52.11	26.92	44.93	5.63	5.77	17.39
Grade 4	35.19	45.45	29.82	42.59	42.86	49.12	22.22	11.69	21.05
Grade 5	41.56	23.21	31.25	36.36	51.79	47.50	22.08	25.00	21.25
Grade 6	50.67	43.75	30.91	40.00	41.25	45.45	9.33	15.00	23.64
All Grades	42.96	44.53	32.57	42.60	41.13	46.74	14.44	14.34	20.69

Conclusions based on this data:

1. Significant drop of students above standard from 17-18 to 18-19 (12% decline)
2. 5% increase in students performing at or near standard
3. Significant increase in percent of students performing below grade standard (increased by 6%)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1493.1	*	1497.9	*	1482.1	*	22	6
Grade 1	1513.5	1550.1	1506.4	1542.5	1520.2	1557.2	17	18
Grade 2	*	1507.9	*	1515.1	*	1499.9	*	14
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	*	*	*	*	*	*	6
All Grades							69	60

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	77.27	*	*	*	*	*	*	*	22	*
1	70.59	72.22	*	16.67	*	5.56	*	5.56	17	18
2	*	21.43		57.14		7.14		14.29	*	14
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	72.46	45.00	15.94	30.00	*	13.33	*	11.67	69	60

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	81.82	*	*	*	*	*		*	22	*
1	88.24	77.78	*	16.67		5.56	*	0.00	17	18
2	*	57.14		14.29		14.29		14.29	*	14
3	*	*	*	*		*		*	*	*
4	*	*		*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	84.06	60.00	*	20.00	*	11.67	*	8.33	69	60

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.09	*	*	*	*	*	*	*	22	*
1	*	55.56	*	33.33	*	0.00	*	11.11	17	18
2	*	21.43		21.43		42.86		14.29	*	14
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	52.17	26.67	21.74	26.67	20.29	31.67	*	15.00	69	60

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	86.36	*	*	*		*	22	*	
1	94.12	83.33		16.67	*	0.00	17	18	
2	*	50.00		35.71		14.29	*	14	
4	*	*	*	*	*	*	*	*	
All Grades	82.61	53.33	*	33.33	*	13.33	69	60	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	68.18	*	*	*	*	*	22	*	
1	76.47	38.89	*	61.11	*	0.00	17	18	
2	*	50.00		35.71		14.29	*	14	
4	*	*	*	*	*	*	*	*	
All Grades	79.71	58.33	15.94	31.67	*	10.00	69	60	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.18	*	*	*		*	22	*
1	70.59	66.67	*	22.22	*	11.11	17	18
2	*	14.29		64.29		21.43	*	14
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	59.42	30.00	34.78	46.67	*	23.33	69	60

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	72.73	*	*	*	*	*	22	*
1	*	61.11	*	27.78	*	11.11	17	18
2	*	28.57		57.14		14.29	*	14
All Grades	59.42	33.33	36.23	55.00	*	11.67	69	60

Conclusions based on this data:

1. Not enough data to base a conclusion on.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
493	22.7	13.6	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	13.6
Foster Youth	4	0.8
Homeless	3	0.6
Socioeconomically Disadvantaged	112	22.7
Students with Disabilities	59	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	4.9
American Indian	4	0.8
Asian	87	17.6
Filipino	8	1.6
Hispanic	70	14.2
Two or More Races	51	10.3
Pacific Islander	1	0.2
White	247	50.1

Conclusions based on this data:

1. ELL population declining
2. African American increasing
3. sped has increased

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="295 506 370 533">Green</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="773 506 847 533">Yellow</p>	<p data-bbox="1177 424 1388 457">Suspension Rate</p>  <p data-bbox="1253 506 1328 533">Yellow</p>
<p data-bbox="251 621 414 655">Mathematics</p>  <p data-bbox="295 703 370 730">Green</p>		

Conclusions based on this data:

1. overall math/ela scores maintained at green
2. We need to work on suspension rates
3. We need to make chronic absenteeism a focus for the 20-21 school year.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>37.2 points above standard</p> <p>Maintained -1.9 points</p> <p>244</p>	<p>English Learners</p>  <p>Green</p> <p>7.6 points above standard</p> <p>Increased Significantly ++21.2 points 39</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>42.9 points below standard</p> <p>Maintained -2.6 points</p> <p>58</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>52.3 points below standard</p> <p>Declined -8.2 points</p> <p>44</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 17.2 points below standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 72.9 points above standard Declined -5.8 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.8 points below standard Increased ++9.4 points 41	 No Performance Color 19.8 points above standard Declined Significantly -42.3 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 58.6 points above standard Increased ++8.1 points 122

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.9 points below standard Maintained -0.9 points 14	52.1 points above standard Increased Significantly ++28.9 points 25	39.3 points above standard Declined -6 points 194

Conclusions based on this data:

- English Learners increased (currently green)
- Hispanic grew, but are still below green line
- Both socioeconomically disadvantaged (maintained) and Students with Disabilities (declined) are still in the orange

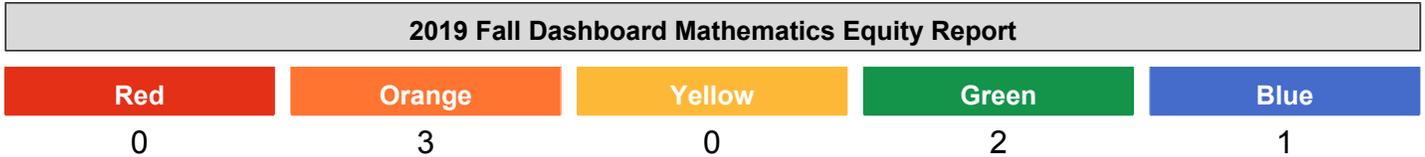
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>13.9 points above standard</p> <p>Declined -10.1 points</p> <p>244</p>	<p>English Learners</p>  <p>Green</p> <p>5.2 points below standard</p> <p>Increased ++5.3 points</p> <p>39</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>63.3 points below standard</p> <p>Declined -9.3 points</p> <p>58</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>72 points below standard</p> <p>Declined Significantly -18.7 points</p> <p>44</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 47 points below standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 64.9 points above standard Maintained -0.4 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50.1 points below standard Declined -5.6 points 41	 No Performance Color 0.1 points below standard Declined Significantly -51.8 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 30.8 points above standard Maintained -2.3 points 122

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.9 points below standard Declined -3.7 points 14	32.8 points above standard Increased ++5.6 points 25	13.8 points above standard Declined -11.3 points 194

Conclusions based on this data:

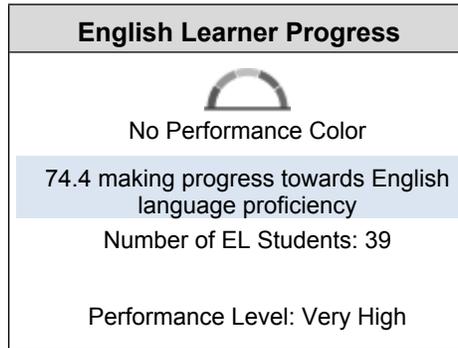
1. Continue to focus on disparities between ethnicity, income, and parent education outcomes
2. Students with Disabilities significantly declined
3. Hispanic (largest group) and African American (although small, still significant) are the two groups by race/ethnicity furthest below green line

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	9	13	16

Conclusions based on this data:

1. large number of students are well developed
2. low percentage in level 1
3. not enough data to compare from year to year

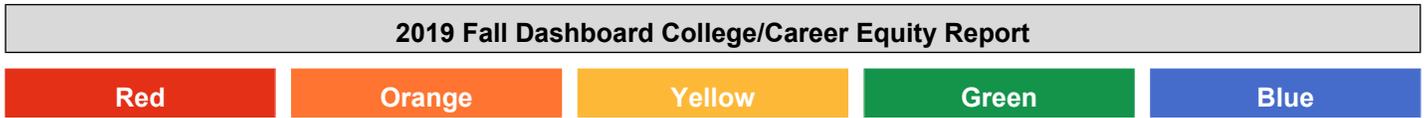
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5.2</p> <p>Maintained 0</p> <p>535</p>	<p>English Learners</p> <p>Yellow</p> <p>4.9</p> <p>Increased +1.4</p> <p>81</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>
<p>Homeless</p> <p>No Performance Color</p> <p>8.3</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>12.4</p> <p>Maintained +0.1</p> <p>137</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>11.3</p> <p>Declined -1.7</p> <p>80</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.4 Declined -5.6 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 1 Declined -3.6 97	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.5 Increased +5 76	 Orange 9.1 Increased +0.6 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 3.7 Maintained -0.2 267

Conclusions based on this data:

1. African American; SED and SPED have double digit chronic absenteeism in orange
2. Students with Disabilities declined in chronic absenteeism
3. Hispanic and two or more races stayed in orange but both had small increases

School and Student Performance Data

Academic Engagement Graduation Rate

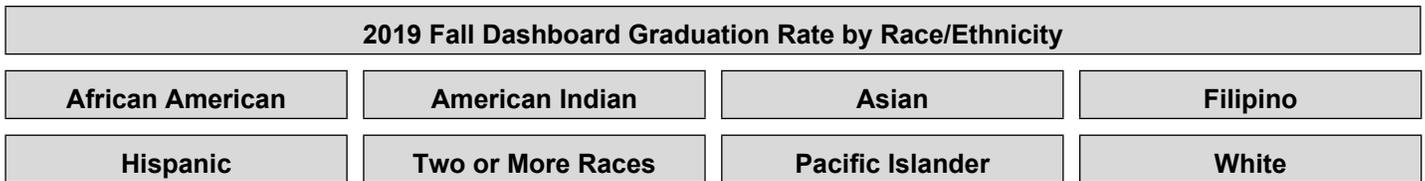
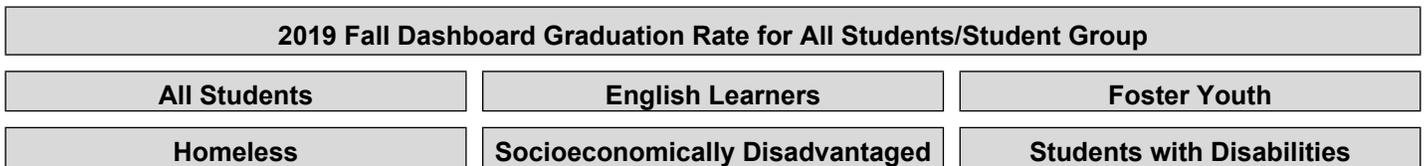
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

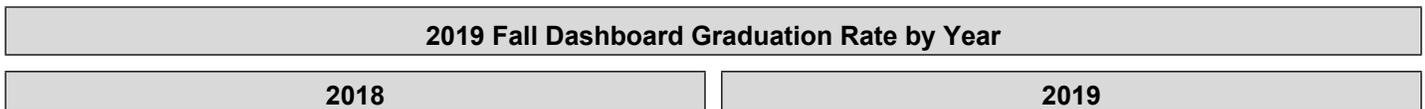
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. n/a

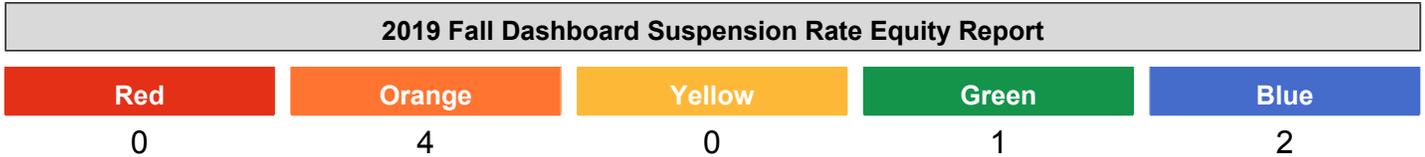
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 0.7 Increased +0.7 545	<p>English Learners</p>  Blue 0 Maintained 0 85	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9
<p>Homeless</p>  No Performance Color 0 12	<p>Socioeconomically Disadvantaged</p>  Orange 1.4 Increased +1.4 141	<p>Students with Disabilities</p>  Orange 3.8 Increased +3.8 80

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0 Maintained 0 28	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 4	 Blue <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0 Maintained 0 99	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 1.3 Increased +1.3 79	 Orange <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 1.8 Increased +1.8 55	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 1	 Green <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0.4 Increased +0.4 271

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
0	0	0.7

Conclusions based on this data:

1. All students (yellow), Socioeconomically Disadvantaged (orange), and Students with Disabilities (orange) had slight increases
2. Maintained or increased in all groups
3. Four groups remain in orange: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and two or more races (however, all had slight increases)

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

All students will experience 21st Century teaching and learning

Goal Statement

All students will meet mastery in California Common Core Standards and will have access to cohesive, rigorous, and relevant academic/SEL 21st century programs

LCAP Goal

All students will experience 21st Century teaching and learning

Basis for this Goal

School Wide SBAC/CAASPP (18/19 scores)
Teacher Assignment/Credentials
Report Cards
Academic Conferences
School Wide Data/Narrative
Informal Staff Feedback
Leadership/Liaison Narrative Feedback

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
18-19 SBAC/CAASPP, District & Site Assessments	SBAC Scores with Standard Not Met (1) and Standard Nearly Met (2). California School Dashboard in ELA (green) and Math (green) overall.	Move students at least one band up with the goal of Standard Met (3) or Standard Exceeded (4) on the SBAC. Maintain or grow overall in both ELA and Math (green/blue) on the California School Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development focused on best practices in ELA, math, science, and technology

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020- June 2021

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development will be offered to improve teaching and learning

Strategy/Activity 2

Instructional Technology

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 20120-June 2021

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6908.00
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Students will have access to technology to enhance their learning.

Strategy/Activity 3

Supplemental Instructional Materials & Supplies

Students to be Served by this Strategy/Activity

All Students with specific focus on English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Foster/Homeless Youth

Timeline

Aug. 2020-June 2021

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2020.00
Source	LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Students will have access to technological instructional programs to increase access to 21st Century learning (i.e. RazKidz, Read Live, etc.)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Achievement Gap

Goal Statement

Close the opportunity gap between white/Asian students and Hispanic/African American/Low Socioeconomically Disadvantaged/English Learners/Students with Disabilities/Education levels (parents) students

LCAP Goal

DJUSD educators will close the achievement gap.

Basis for this Goal

SBAC results focused on particular groups of students (EL, SPED, Title 1, etc.)
EL reclassification rates
ELPAC Proficiency results
Healthy Kids (HK)/Student Study Team (SST)/Multi-Tiered Systems of Support (MTSS) Tracking System
Academic Conferences
Title 1 Criteria
Informal Staff Feedback
Healthy Kids Team Discussions
Leadership/Liaison Narrative Feedback

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC/CAASPP	SBAC scores at levels 1 (Standards Not Met) and 2 (Standard Nearly Met). California School Dashboard for ELA: orange (Students w/Disabilities & Socially Disadvantaged students); yellow (Hispanic students)/Math: orange (Students w/Disabilities, Socially Disadvantaged students & Hispanic students).	Move up at least one band level with a goal of 3 (Met) or 4 (Exceeded). Increase from orange/yellow for ELA and orange for Math on the California School Dashboard for Students w/Disabilities, Socially Disadvantaged students & Hispanic students to yellow/green.

Planned Strategies/Activities

Strategy/Activity 1

ELD Paraeducator III

Students to be Served by this Strategy/Activity

English Learners

Timeline

Aug. 2020-June 2021

Person(s) Responsible

Principal, EL Specialist and EL paraeducator

Proposed Expenditures for this Strategy/Activity

Amount	16,000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for the EL paraeducator (15 hours a week)

Strategy/Activity 2

English Learner Supplemental Materials

Students to be Served by this Strategy/Activity

English Learners

Timeline

Aug. 2020- June 2021

Person(s) Responsible

Principal, EL Specialist, and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for English Language Development (ELD)

Strategy/Activity 3

ELAC Meetings (minimum of 3 times in the school year)/Parent Workshops based on EL parent needs

Students to be Served by this Strategy/Activity

English Learners

Timeline

Aug. 2020-June 2021

Person(s) Responsible

EL Specialist, Principal

Proposed Expenditures for this Strategy/Activity

Amount	700.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplies and food for meetings
Amount	300.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	child care (extra hourly)

Strategy/Activity 4

Translation for newsletters, parent conferences, ELAC meetings, etc.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Aug 2020-June 2021

Person(s) Responsible

Principal, EL Specialist, Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation

Strategy/Activity 5

End-of-Year English Learner Reclassification Ceremony for students who have met English Proficiency and have been reclassified to Fluent English Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

Aug 2020-June 2021

Person(s) Responsible

EL Specialist

Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reclassification certificates

Strategy/Activity 6

Reading Paraeducator II Support for Reading Intervention Program

Students to be Served by this Strategy/Activity

All 1st-3rd students, Title 1 students working at below grade level

Timeline

Aug 2020-June 2021

Person(s) Responsible

Principal, Reading Specialist, , classroom teachers, and MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	37,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducator II salary for a total of 41 hours (spread out amongst 5 paraeducators)

Strategy/Activity 7

Math Paraeducator II

Students to be Served by this Strategy/Activity

1st-6th grade Title 1

Timeline

August 2020-2021

Person(s) Responsible

Adminsitrator, MTSS Team, Teachers, Math Paraeducator

Proposed Expenditures for this Strategy/Activity

Amount	16,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for paraeducator II to support in math 20 hours per week.

Strategy/Activity 8

Paraeducator Extra Hours Pay

Students to be Served by this Strategy/Activity

Title 1, English Learners, Socioeconomically Disadvantaged, Foster/Homeless Youth

Timeline

August 2020-June 2021

Person(s) Responsible

Administrator, MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra hourly pay for paraeducators to give extra support to students when needed.

Strategy/Activity 9

Supplemental Instructional Materials

Students to be Served by this Strategy/Activity

Title 1 students

Timeline

August 2020- June 2021

Person(s) Responsible

Administrator, Specialists, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,092.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials to support students needing intervention.

Strategy/Activity 10

Release Time for Assessment

Students to be Served by this Strategy/Activity

Title 1 Students

Timeline

August 2020- June 2021

Person(s) Responsible

Administrator, MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute pay for release time (assessments)

Strategy/Activity 11

MTSS/HK/SSTs/504 Meetings

Students to be Served by this Strategy/Activity

Title 1 Students

Timeline

August 2020- June 2021

Person(s) Responsible

Administrator, HK Team, MTSS Team, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute pay for release time (assessments)

Strategy/Activity 12

Outdoor Field Trip (6th grade)

Students to be Served by this Strategy/Activity

6th grade students (Title 1, Socioeconomically Disadvantaged, Foster & Homeless Youth)

Timeline

August 2020- June 2021

Person(s) Responsible

Administrator, 6th Grade Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	LCFF - Supplemental

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Scholarships for students in need, teacher stipend, buses (lessens overall cost for students in need), etc.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe & Inclusive Environment

Goal Statement

All students and families will feel safe and feel they belong at Korematsu

LCAP Goal

Safe and Inclusive Environment

Basis for this Goal

Youth Truth 3-6 Survey
Healthy Kids Survey
Chronic Absenteeism Report
Suspension/Behavior Notes
Conflict Manager Reports
Informal Staff Feedback
Leadership/Liaison Narrative Feedback
Informal Parent Feedback

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Discipline/Behavior Data	Low percentage of student behavior referrals and suspensions. 100% of office referrals and suspensions were given to male students.	To lessen the amount of student office referrals for behaviors and suspensions by 5%. To lessen the discrepancy between male and female students by 20%.

Planned Strategies/Activities

Strategy/Activity 1

Lunchtime Intramural Coordinator

Students to be Served by this Strategy/Activity

All students, but to specifically improve to support behavior for males

Timeline

August 2020- June 2021

Person(s) Responsible

Principal, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	7000.00
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	10 hour a week Intramural Coordinator during lunch recess

Strategy/Activity 2

Social Emotional Learning (SEL) Supplemental Materials and Supplies

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020- June 2021

Person(s) Responsible

Administrator, Counselor, PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support SEL in classrooms, equity and social justice work, and school-wide PBIS.

Strategy/Activity 3

Professional Development focused on PBIS, SEL, Equity, and Social Justice

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020- June 2021

Person(s) Responsible

PBIS Team, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF - Base

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Professional Development for staff on school-wide PBIS system, SEL, equity and social justice to better meet the emotional and safety needs of all students.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source None Specified

Source None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source District Funded

Strategy/Activity 5

3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

aug. - june 2017

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source Site Based Gifts and Donations

Description

web-based subscription

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Timeline

aug. - june 2017

Person(s) Responsible

admin.

Proposed Expenditures for this Strategy/Activity

Source

Site Based Gifts and Donations

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All students and families will feel they belong at Korematsu and have agency at school

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
discipline/behavior data	90% students will be at behavior based on behavior referrals	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Contract with Placer Yolo County and implement PBIS (Positive Behavior Intervention System) and create Tier I behavior systems , attend Cohort Training		Consulting/Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 4750.00	
Purchase Swiss Behavior System		software system for behavior tracking 5000-5999: Services And Other Operating Expenditures LCFF - Base 350.00	
Targeted Assistance Tutor for general behavior supports		salary for hourly classified staff to support general education behavior 2000-2999: Classified Personnel Salaries LCFF - Base 5000.00	
Director of Intramurals		playground coordinator 2000-2999: Classified Personnel Salaries LCFF - Base 3500.00	
Behavior Signage/Rules Signage		metal signs around campus walls 7000-7439: Other Outgo LCFF - Base 500.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Social Emotional Yearly Training w/Responsive Classrooms		classroom management and sel integration 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 2800.00	
		None Specified	
		LCFF - Supplemental	
		LCFF - Base	
<p>Create a SEL (Social Emotional Learning) plan -along with Leadership and Climate Teams. Work , update, edit, monitor SEL Action Plan for the Next Three Years</p> <p>Focus on the following four areas in year 1 of the SEL action plan:</p> <ol style="list-style-type: none"> 1. Identify and learn about the 5 SEL competencies 2. Identify by grade level, current resources, lesson plans in SEL 3. Focus on Responsive Classrooms as the 'base' program to address SEL in the classroom-ensure all staff trained each year 4. Begin to inform parents of the SEL action plan 			
		None Specified	
Counselor Support		None Specified	
		None Specified	
		None Specified	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All students will meet mastery in California Common Core Standards and have access to a cohesive, rigorous and relevant academic/SEL 21st century program

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC/CAASPP	move to yellow/green	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Glad Refresher for 10 staff members		PD in Gladd 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 2000.00	
		hourly rate for professional developmetn for up to 10 teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4100.00	
		None Specified None Specified	
		None Specified	
Gladd trianing for new teachers (2)		cost for training for 2 staff members -7 days each 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 3900.00	
		sub release time 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1200.00	
reading raz kids subscription		LCFF - Base 1000.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		None Specified	
		None Specified	
		None Specified	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

close opportunity gap between white/asian and latinx-black-lowincome-ells-education-sped

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC	move students to yellow/orange	

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
ELL Materials		Materials for EL specialist and ELD LCFF - Supplemental 500	
ELL Para educator		salary for ell para 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13,733.39	
		EL Specialist .40 FTE District Funded	
		EL Specialist .20 FTE Title III	
<ul style="list-style-type: none"> ELAC meetings minimum 3 times in a school year Parent workshops based on community needs 		daycare extra hourly LCFF - Supplemental 300.00	
		Child care for meetings and food LCFF - Supplemental 600.00	
Translation of newsletters Translation for Parent Conferences, etc.		Translation LCFF - Supplemental 1000.00	
-Hold end-of-year ceremony for all ELLS that have met English Proficiency based on District Standards and have been Re- classified to Fluent English Learners		Re-classification Award certificates LCFF - Supplemental 100.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
ELL Specialist coordinator Fall assessment for new students		District paid extra hourly for testing EIPAC District Funded	
Math Para II (2) One at 20 hours second one at 15 hours		20 hour para II 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 18,000.00	
		pay partial of 15 hours of math para II (68%) .255 FTE 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 9556.00	
		pay partial 15 hour math para II (32%) .12 FTE 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4444.00	
Reading Para II support support small reading groups core instruction 1st-3rd grade support students furthest from reading standards w/interventions		para salary 26 hours (15 hours 1 para; 5 hours 1 para; 6 hours (3 hrs each para) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 20,000.00	
		extra hourly para 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2000.00	
		instructional materials Title I Part A: Allocation 1000.00	
		reading para hours 15 hours .375 fte 2000-2999: Classified Personnel Salaries Site Based Gifts and Donations 15,000.00	
Math PD		pay for PD for math instruction 5800: Professional/Consulting Services And Operating	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures Title I Part A: Allocation 3057.00	
Achievement Monitoring System		None Specified	
		None Specified	
		None Specified	
Achievement Monitoring System		release time for subs for assessments 1000-1999: Certificated Personnel Salaries Site Based Gifts and Donations 2400.00	
		release time for subs for assessments 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3000.00	
		MTSS/HK/SSTS/504s/et c. mtgs. Title I Part A: Allocation 1000.00	
		None Specified	
		None Specified	
		None Specified	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		None Specified	
		District Funded	
3		District Funded	
		web-based subscription Site Based Gifts and Donations	
		Site Based Gifts and Donations	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	109,120.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	0	0.00
LCFF - Base	17908	0.00
LCFF - Supplemental	29120	0.00
Title I Part A: Allocation	62092	0.00
Site Based Gifts and Donations	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	17,908.00
LCFF - Supplemental	29,120.00
Title I Part A: Allocation	62,092.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,000.00
2000-2999: Classified Personnel Salaries	79,000.00
4000-4999: Books And Supplies	15,020.00
5000-5999: Services And Other Operating Expenditures	9,100.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Base	7,000.00
4000-4999: Books And Supplies	LCFF - Base	6,908.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,020.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	55,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	3,092.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diana Curtaz	Principal
Belinda Kesser	Classroom Teacher
Sam Shelton	Parent or Community Member
Carolyn Walker	Parent or Community Member
Brett Walter	Classroom Teacher
Susan Chan	Classroom Teacher
Laura Reaka	Other School Staff
Steve Hafly	Parent or Community Member
Linda Hurley	Parent or Community Member
Daniel Sperka	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: climate committee, Leadership/Liaison committee, certificated staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 11, 2020.

Attested:



	Principal, Diana Curtaz on June 11, 2020
	SSC Chairperson, Sam Shelton on June 11, 2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program