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	Mary Ponce
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 Opened in 2006 as a K/1 school expanded to a K-6 in 2008 then TK-6 three year ago.
We have approximately 500 students
We have approximately 67 staff employees: 20 classroom teachers, 9 specialists (reading, special ed., library, science, speech, psychologist, ell); computer technician; library tech.; two custodians; inclusion/sped paras; reading paras; math para; 2 music teacher-band/strings. And many auxiliary staff members e.g. nurse, admin assistants, OT, etc.
We are currently building a Makerspace/STEM room that will provide support in NGSS/Engineering standards/robotics/exploration
We have the following programs: Music (Band/String), Reading, Gardening, Science (4th-6th), Technology, Special Education/Inclusion and Library.
KPTO (parent/teacher oganization) support programs: ART, Choir, Chess, Running Club, Music, Theater, Intermediate Push in Programs; primary STEM; staff grants and materials; yard duty; playground coordinator, etc. website: https://korematsupto.org/

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: Site Council; ELAC; Leadership Team; Climate Committee 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.4%	0.40%	3	2	2
African American	3.1%	2.9%	3.79%	16	14	19
Asian	20.8%	20.2%	19.96%	108	98	100
Filipino	2.3%	1.4%	1.40%	12	7	7
Hispanic/Latino	16.9%	15.4%	14.57%	88	75	73
Pacific Islander	0.6%	0.4%	0.40%	3	2	2
White	47.5%	49.6%	50.10%	247	241	251
Multiple/No Response	0.6%	0.4%	0.60%	3	2	3
			Total Enrollment	520	486	501

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	89	77	91
Grade 1	48	69	64
Grade 2	72	50	69
Grade3	67	73	51
Grade 4	75	60	78
Grade 5	80	82	63
Grade 6	89	75	85
Total Enrollment	520	486	501

Conclusions based on this data:

1. We are losing enrollment every year. We expect to have fewer classrooms in 19-20 school year

2. Declining in Latinx numbers every year.

3. Slowly increasing in African American enrollment

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	72	77	83	13.8%	15.8%	16.6%
Fluent English Proficient (FEP)	59	45	44	11.3%	9.3%	8.8%
Reclassified Fluent English Proficient (RFEP)	12	17	10	16.0%	23.6%	13.0%

Conclusions based on this data:

1. | Decreased in the percentage of students reclassified |

2. | Increased a few percentages over the last three years in EL student enrollment |

3. | We expect a decline for 2019-2020 of English Learners |

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	73	52	65	70	52	65	70	52	91.5	95.9	100
Grade 4	79	57	78	75	53	76	75	53	76	94.9	93	97.4
Grade 5	81	80	59	76	76	56	76	76	56	93.8	95	94.9
Grade 6	88	76	84	87	74	78	87	74	78	98.9	97.4	92.9
All Grades	319	286	273	303	273	262	303	273	262	95	95.5	96

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2455.	2460.	2495.	35	47.14	57.69	32	20.00	30.77	14	15.71	5.77	18	17.14	5.77
Grade 4	2497.	2483.	2502.	43	35.85	46.05	20	22.64	18.42	12	15.09	15.79	25	26.42	19.74
Grade 5	2561.	2534.	2542.	43	40.79	41.07	36	28.95	25.00	13	10.53	16.07	8	19.74	17.86
Grade 6	2585.	2585.	2565.	36	37.84	33.33	44	40.54	34.62	11	16.22	17.95	9	5.41	14.10
All Grades	N/A	N/A	N/A	39	40.66	43.51	33	28.57	27.10	13	14.29	14.50	15	16.48	14.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	41.43	57.69	34	35.71	36.54	22	22.86	5.77
Grade 4	41	35.85	35.53	29	49.06	47.37	29	15.09	17.11
Grade 5	46	43.42	48.21	46	42.11	35.71	8	14.47	16.07
Grade 6	36	39.19	34.62	51	51.35	47.44	14	9.46	17.95
All Grades	42	40.29	42.37	41	44.32	42.75	18	15.38	14.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	28.57	48.08	51	52.86	42.31	20	18.57	9.62
Grade 4	35	30.19	35.53	47	41.51	50.00	19	28.30	14.47
Grade 5	43	43.42	35.71	45	40.79	42.86	12	15.79	21.43
Grade 6	47	40.54	38.46	38	48.65	47.44	15	10.81	14.10
All Grades	39	36.26	38.93	45	46.15	46.18	16	17.58	14.89

Listing Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	32	28.57	44.23	58	58.57	50.00	9	12.86	5.77
Grade 4	24	20.75	38.16	65	56.60	50.00	11	22.64	11.84
Grade 5	32	27.63	23.21	67	60.53	64.29	1	11.84	12.50
Grade 6	33	31.08	25.64	64	66.22	65.38	2	2.70	8.97
All Grades	30	27.47	32.44	64	60.81	57.63	6	11.72	9.92

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	40	45.71	55.77	42	41.43	36.54	18	12.86	7.69
Grade 4	33	41.51	35.53	49	39.62	46.05	17	18.87	18.42
Grade 5	54	44.74	41.07	41	32.89	41.07	5	22.37	17.86
Grade 6	53	56.76	43.59	41	36.49	44.87	6	6.76	11.54
All Grades	46	47.62	43.13	43	37.36	42.75	11	15.02	14.12

Conclusions based on this data:

1. Overall, whole school 70% met standards or above

2. No significant statistical changes over the three years

3. Writing and listening claims had overall lowest number of student above standard compared to other claims

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	73	52	67	71	52	67	71	52	94.4	97.3	100
Grade 4	79	57	78	76	54	78	76	54	78	96.2	94.7	100
Grade 5	81	80	59	76	77	56	76	77	56	93.8	96.3	94.9
Grade 6	88	76	84	87	75	80	86	75	80	98.9	98.7	95.2
All Grades	319	286	273	306	277	266	305	277	266	95.9	96.9	97.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2455.	2476.	2496.	31	38.03	51.92	33	35.21	34.62	19	18.31	7.69	16	8.45	5.77
Grade 4	2520.	2482.	2512.	39	20.37	33.33	32	31.48	39.74	17	31.48	15.38	12	16.67	11.54
Grade 5	2576.	2548.	2526.	49	41.56	26.79	29	25.97	25.00	14	16.88	25.00	8	15.58	23.21
Grade 6	2570.	2595.	2572.	33	46.67	35.00	27	24.00	28.75	24	21.33	22.50	16	8.00	13.75
All Grades	N/A	N/A	N/A	38	37.91	36.09	30	28.88	32.33	19	21.30	18.05	13	11.91	13.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	64.79	67.31	33	19.72	25.00	22	15.49	7.69
Grade 4	50	33.33	51.95	30	31.48	29.87	20	35.19	18.18
Grade 5	62	46.75	42.86	24	32.47	25.00	14	20.78	32.14
Grade 6	35	44.00	38.75	40	40.00	42.50	26	16.00	18.75
All Grades	48	48.01	49.06	32	31.05	31.70	21	20.94	19.25

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	39.44	59.62	42	50.70	34.62	19	9.86	5.77
Grade 4	45	24.07	45.45	42	51.85	41.56	13	24.07	12.99
Grade 5	51	41.56	26.79	39	40.26	51.79	9	18.18	21.43
Grade 6	28	48.00	43.75	55	41.33	35.00	17	10.67	21.25
All Grades	40	39.35	43.77	45	45.49	40.38	15	15.16	15.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	42.25	67.31	48	52.11	26.92	18	5.63	5.77
Grade 4	49	35.19	45.45	38	42.59	42.86	13	22.22	11.69
Grade 5	47	41.56	23.21	41	36.36	51.79	12	22.08	25.00
Grade 6	36	50.67	43.75	51	40.00	41.25	13	9.33	15.00
All Grades	42	42.96	44.53	45	42.60	41.13	14	14.44	14.34

Conclusions based on this data:

1. Throughout the 3 year data all in 'all grades' stay consistent in each band e.g. above, near, below

2. Within the grades significant differences; not large statistical changes overall in 'all grades' from the last three years

3. Wondering how we introduce strategies e.g. 'explain our thinking" from Kinder-6th grade?

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	1493.1	1497.9	1482.1	22
Grade 1	1513.5	1506.4	1520.2	17
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				69

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	17	77.27	*	*	*	*	*	*	22
Grade 1	12	70.59	*	*	*	*	*	*	17
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*					*
All Grades	50	72.46	11	15.94	*	*	*	*	69

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	18	81.82	*	*	*	*			22
Grade 1	15	88.24	*	*			*	*	17
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*			*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*							*
All Grades	58	84.06	*	*	*	*	*	*	69

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	59.09	*	*	*	*	*	*	22
Grade 1	*	*	*	*	*	*	*	*	17
Grade 2	*	*							*
Grade 3			*	*					*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*			*
All Grades	36	52.17	15	21.74	14	20.29	*	*	69

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	86.36	*	*			22
Grade 1	16	94.12			*	*	17
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	57	82.61	*	*	*	*	69

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	68.18	*	*	*	*	22
Grade 1	13	76.47	*	*	*	*	17
Grade 2	*	*					*
Grade 3	*	*					*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
All Grades	55	79.71	11	15.94	*	*	69

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	68.18	*	*			22
Grade 1	12	70.59	*	*	*	*	17
Grade 2	*	*					*
Grade 3			*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	41	59.42	24	34.78	*	*	69

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	16	72.73	*	*	*	*	22
Grade 1	*	*	*	*	*	*	17
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	41	59.42	25	36.23	*	*	69

Conclusions based on this data:

1. Not enough data to draw conclusions.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
501	**22.4%**	**16.6%**	**0.6%**
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	16.6%
Foster Youth	3	0.6%
Socioeconomically Disadvantaged	112	22.4%
Students with Disabilities	64	12.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	3.8%
American Indian	2	0.4%
Asian	100	20.0%
Filipino	7	1.4%
Hispanic	73	14.6%
Two or More Races	44	8.8%
Pacific Islander	2	0.4%
White	251	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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall math /ELA scores stay at green

2. Suspension rates improved, we are at blue

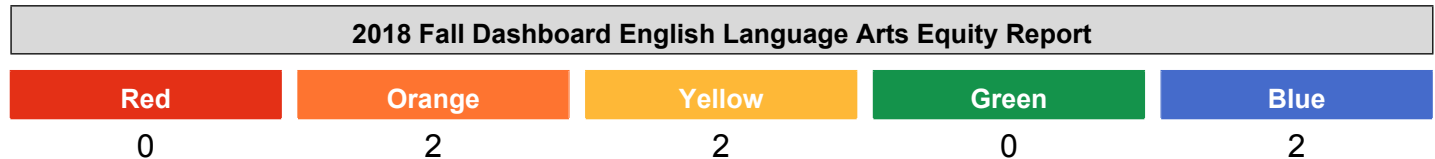**3.** Need to work on chronic absenteeism

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	0	2

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
39.9 points above standard	12.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 5.1 points	Maintained 1.2 points	
256 students	45 students	3 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
0 Students	40.9 points below standard	31.5 points below standard
	Increased 7 points	Increased 8.3 points
	59 students	49 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	78.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
9 students	2 students	Increased 11 points	2 students
		52 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
34.2 points below standard	62.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	52.3 points above standard
Declined -17.5 points	Increased 28.3 points	1 students	Increased 9.4 points
45 students	18 students		126 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
71.1 points below standard	26.4 points above standard	45.8 points above standard
Increased 17.4 points	Declined -18.4 points	Increased 3.4 points
18 students	27 students	194 students

Conclusions based on this data:

1. ELL maintained, still in orange

2. Latinx declined drastically and are still below green line; but, SpEd and SED increased

3. Continue to have predictable racialized, wealth and parent education outcomes
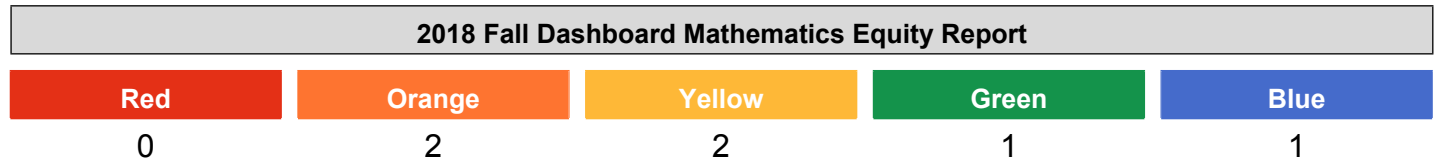
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	1

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
24.9 points above standard	10.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.1 points	Declined -11.1 points	3 students
258 students	45 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
0 Students	53.7 points below standard	41.2 points below standard
	Maintained -2.3 points	Increased 13.9 points
	61 students	49 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	65.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
9 students	2 students	Declined -13.3 points	2 students
		52 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
44.6 points below standard	51.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	35.1 points above standard
Declined -17.7 points	Increased	1 students	Maintained 2.3 points
	15.2 points		
46 students	18 students		127 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
69.1 points below standard	28.2 points above standard	26.1 points above standard
Declined -13.4 points	Declined -16.3 points	Declined -4.7 points
18 students	27 students	196 students

Conclusions based on this data:

1. Continue to have predictable racialized, wealth, and parent ed outcomes

2. SpEd increased by double digits

3. Latinos overall largest group that declines and largest group way below green line

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
69	72.5%	15.9%	7.2%	4.3%

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.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	3	1	0
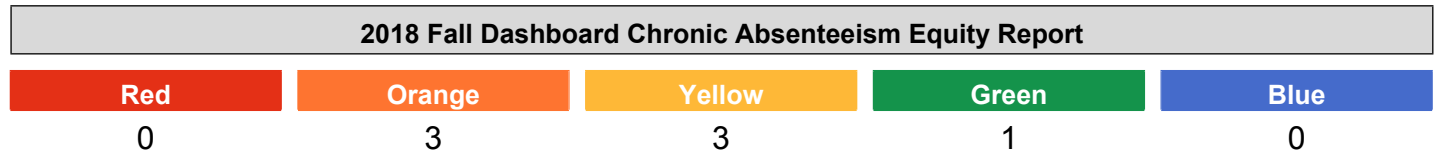
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
5.2% chronically absent	3.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.7%	Maintained 0.2%	5 students
517 students	84 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.3% chronically absent	12.9% chronically absent
1 students	Increased 5.6%	Increased 2.1%
	122 students	85 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Yellow	No Performance Color
13% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.5%	2 students	Increased 1.9%	7 students
23 students		108 students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	No Performance Color	Yellow
5.5% chronically absent	8.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.9% chronically absent
Maintained 0.4%	Increased 4.4%	2 students	Increased 1.1%
73 students	47 students		255 students

Conclusions based on this data:

1. African America; SED and SPED have double digit chronic absenteeism in orange

2. SpEd and SED increased in chronic absenteeism

3. Two or more races in orange but single digits

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.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	7
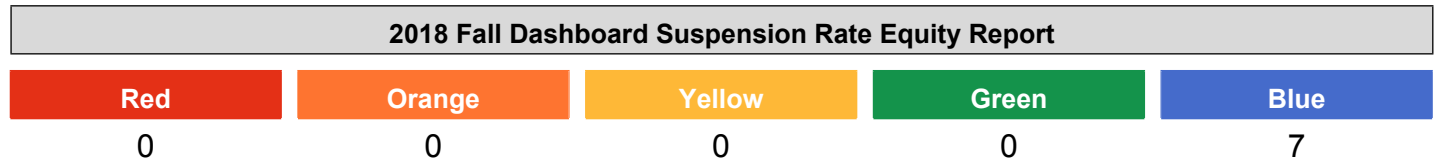
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.8%	Declined -2.3%	6 students
525 students	87 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0% suspended at least once
1 students	Declined -3.8%	Declined -10.5%
	128 students	85 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
0% suspended at least once	Less than 11 Students - Data 2 students	0% suspended at least once	Less than 11 Students - Data 8 students
Declined -6.3%		Maintained 0%	
23 students		110 students	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Blue
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data 2 students	0% suspended at least once
Declined -3.8%	Declined -1.9%		Declined -1.6%
75 students	47 students		258 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	1.8% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Overall blue ratings for all groups

2. Largest decline sped double digits

3. Declined in each group

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

School Climate/Engagement (Social Emotional Learning)

Goal Statement

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

LCAP Goal

Decreased behavior referrals and increase attendance participation from specific groups in chronic absenteeism

Basis for this Goal

Youth Truth 3-6 Survey
Healthy Kid Survey
Chronic Absenteeism Report
Suspension/Behavior Notes
Conflict Manager Reports
Informal Staff Feedback
Leadership/Liaison Narrative Feedback
Climate Narrative Feedback
Google Form Staff Feedback

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
discipline/behavior data	80%	90% students will be at behavior based on behavior referrals

Planned Strategies/Activities

Strategy/Activity 1

Contract with Placer County and implement PBIS (Positive Behavior Intervention System) and create Tier I behavior systems, attend Cohort Training

Students to be Served by this Strategy/Activity

All students, but specifically improve and support behavior for males

Timeline

August 2019- June 2020

Person(s) Responsible

PBIS Tier I Team: Counselor, Admin., Certificated, Classified and Parent

Proposed Expenditures for this Strategy/Activity

Amount	4750.00
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consulitng/Professional Development

Strategy/Activity 2

Purchase Swiss Behavior System

Students to be Served by this Strategy/Activity

all

Timeline

August 2019- June 2020

Person(s) Responsible

PBIS Team Tier I

Proposed Expenditures for this Strategy/Activity

Amount	350.00
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	software system for behavior tracking

Strategy/Activity 3

Targeted Assistance Tutor for general behavior supports

Students to be Served by this Strategy/Activity

General education students that have severe /grave self-regulation and behavior problems

Timeline

August 2019- June 2020

Person(s) Responsible

PBIS Tier I

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	salary for hourly classified staff to support general education behavior

Strategy/Activity 4

Director of Intramurals

Students to be Served by this Strategy/Activity

All students on playground

Timeline

August 2019- June 2020

Person(s) Responsible

PBIS Tier 1 team

Proposed Expenditures for this Strategy/Activity

Amount	3500.00
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	playground coordinator

Strategy/Activity 5

Behavior Signage/Rules Signage

Students to be Served by this Strategy/Activity

All

Timeline

August 2019- June 2020

Person(s) Responsible

PBIS Tier Team 1

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF - Base
Budget Reference	7000-7439: Other Outgo
Description	metal signs around campus walls

Strategy/Activity 6

Social Emotional Yearly Training w/Responsive Classrooms

Students to be Served by this Strategy/Activity

Students in the classroom trained by staff using Responsive Classrooms

Timeline

August 2019- June 2020

Person(s) Responsible

PBIS TEam Tier 1

Proposed Expenditures for this Strategy/Activity

Amount	2800.00
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	classroom management and self-integration
Source	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Supplemental
Source	LCFF - Base

Strategy/Activity 8

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

Focus on the following four areas in year 1 of the SEL action plan:
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

Students to be Served by this Strategy/Activity

Timeline

August 2019- June 2020

Person(s) Responsible

PBIS Team Tier I and Climate Committee

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 12

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 13

Counselor Support

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified
Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions of Learning (Teaching and Learning for the 21st Century

Goal Statement

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

LCAP Goal

Improve Teaching and Learning

Basis for this Goal

School Wide SBAC/CAASPP
Teacher Assignment/Credentials
Report Cards
Academic Conference School Wide Data/Narrative
Informal Staff Feedback
Leadership/Liaison Narrative Feedback
Google Form Staff Feedback

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC/CAASPP	SBAC scores in orange/yellow	move to yellow/green

Planned Strategies/Activities

Strategy/Activity 1

GLADD Refresher for 10 staff members

Students to be Served by this Strategy/Activity

All and ELLs

Timeline

August 2019- June 2020

Person(s) Responsible

Leadership

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PD in GLADD

Amount	4100.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	hourly rate for professional development for up to 10 teachers

Source	None Specified
Budget Reference	None Specified

Source	None Specified

Strategy/Activity 2

GLADD training for new teachers (2)

Students to be Served by this Strategy/Activity

Timeline

August 2019- June 2020

Person(s) Responsible

Leadership

Proposed Expenditures for this Strategy/Activity

Amount	3900.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	cost for training for 2 staff members -7 days each

Amount	1200.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	sub release time

Strategy/Activity 3

reading raz kids subscription

Students to be Served by this Strategy/Activity

all kinder-2nd

Timeline

August 2019- June 2020

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Base
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	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Opportunity Gap

Goal Statement

Close opportunity gap between white/Asian and Latinx-black-low income-ELLs-education-SpEd

LCAP Goal

Our students of color, ELL, SED,
and SWD/SPED students will move
significantly toward mastery of the
California Common Core Standards

Basis for this Goal

SBAC on specific group
ELL reclassification rates
ELPAC proficiency rates
HK/SST Tracking System
Academic Conferences
Title I Criteria
Informal Staff Feedback
HK Team Discussions
Leadership/Liaison Narrative Feedback
Google Form Staff Feedback

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC	dashboard orange/yellow	move students to yellow/orange

Planned Strategies/Activities

Strategy/Activity 1

ELL Materials

Students to be Served by this Strategy/Activity

ELL students

Timeline

August 2019- June 2020

Person(s) Responsible

Principal, Classroom Teachers, and EL specialist

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Description	Materials for EL specialist and ELD

Strategy/Activity 2

ELL Para educator

Students to be Served by this Strategy/Activity

ELL Para

Timeline

Aug. -June 2020

Person(s) Responsible

Principal, EL Specialist and Para Educator

Proposed Expenditures for this Strategy/Activity

Amount	13,733.39
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	salary for ell para
Source	District Funded
Description	EL Specialist .40 FTE
Source	Title III
Description	EL Specialist .20 FTE

Strategy/Activity 3

• ELAC meetings minimum 3 times in a school year • Parent workshops based on community needs

Students to be Served by this Strategy/Activity

ELL

Timeline

August 2019- June 2020

Person(s) Responsible

EL specialist, staff, principal, community members of EL students

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	LCFF - Supplemental
Description	daycare extra hourly

Amount	600.00
Source	LCFF - Supplemental
Description	Child care for meetings and food

Strategy/Activity 4

Translation of newsletters
Translation for Parent Conferences, etc.

Students to be Served by this Strategy/Activity

ELL

Timeline

August 2019- June 2020

Person(s) Responsible

Paraeducators, staff

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Supplemental
Description	Translation

Strategy/Activity 5

-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

Students to be Served by this Strategy/Activity

ELL

Timeline

August 2019- June 2020

Person(s) Responsible

EL Specialist, Staff, Principal

Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	LCFF - Supplemental

Description	Re-classification Award certificates

Strategy/Activity 6

ELL Specialist coordinator FAll assessment for new students

Students to be Served by this Strategy/Activity

ELL

Timeline

August 2019- June 2020

Person(s) Responsible

Ell Specialist

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	District paid extra hourly for testing ELPAC

Strategy/Activity 7

Math Para II (2) One at 20 hours second one at 15 hours

Students to be Served by this Strategy/Activity

Title I students, ELL, low income, foster care, homeless

Timeline

August 2019- June 2020

Person(s) Responsible

MTSS team

Proposed Expenditures for this Strategy/Activity

Amount	18,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	20 hour para II

Amount	9556.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	pay partial of 15 hours of math para II (68%) .255 FTE

Amount	4444.00

Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	pay partial 15 hour math para II (32%) .12 FTE

Strategy/Activity 8

Reading Para II support
support small reading groups core instruction 1st-3rd grade
support students furthest from reading standards w/interventions

Students to be Served by this Strategy/Activity

ALL 1st-3rd, Title I students below grade level

Timeline

August 2019- June 2020

Person(s) Responsible

MTSS team and reading specialist

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	para salary 26 hours (15 hours 1 para; 5 hours 1 para; 6 hours (3 hrs each para)

Amount	2000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra hourly para

Amount	1000.00
Source	Title I Part A: Allocation
Description	instructional materials

Amount	15,000.00
Source	Site Based Gifts and Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	reading para hours 15 hours .375 fte

Strategy/Activity 9

Math PD

Students to be Served by this Strategy/Activity
All students

Timeline
August 2019- June 2020

Person(s) Responsible
MTSS team

Proposed Expenditures for this Strategy/Activity

Amount	3057.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	pay for PD for math instruction
Source	None Specified
Source	None Specified
Source	None Specified

Strategy/Activity 10
Achievement Monitoring System

Students to be Served by this Strategy/Activity

Timeline
August 2019- June 2020

Person(s) Responsible
admin and staff

Proposed Expenditures for this Strategy/Activity

Amount	2400.00
Source	Site Based Gifts and Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	release time for subs for assessments
Amount	3000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	release time for subs for assessments

Amount	1000.00

Source	Title I Part A: Allocation

Description	MTSS/HK/SSTS/504s/etc. mtgs.

Source	None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Source	None Specified

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Increase student connectedness to school in order to sustain and support an inclusive, fair and equitable learning community to ensure that all students learn at their highest level in a socially just school. Measured by a Youth Truth survey 3rd to 6th graders.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
• Collect critical information from students and families regarding Korematsu • Assemble and publish information on a regular basis • Publish regular articles focused on learning, discipline, citizenship and social justice • Distribute newsletters to learning community members			
• Identify site-based events that involve and pull-in the diverse Korematsu community • Calendar and publicize events to community with special attention and outreach to underrepresented segments of school community • Facilitate participation in all events for all segments of the Korematsu School community		substitute salary for staff and student/family events Site Based Gifts and Donations	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
through outreach • Monitor attendance and participation in schoolwide events *Build a variety of diverse events • Collect and share data about participation • Conduct and analyze ongoing and end-of-year surveys regarding events held by PTO and/or School Staff • Monthly School-wide Social Justice Character Assemblies/Celebrations • August/September: Build Community / Inclusiveness • September: Familia Night, Back To School Night. Welcome Back Picnic, Coyote Crawl Fun Run, Movie Night • October: National Mix It Up Day - work on community and difference bridging • January: FTK Day • February: Fred T Korematsu Day, Oral Language Fair ,Missoula Theater			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
• March: Read Across America, Dr. Seuss Day. prepare for Open House • April: Science Fair, Open House, Auction • May: Leadership Field trips, Variety Show, Asian Pacific Fair *June end of year celebrations			
Equity Audits - Yearly collect demographic data of students and parents attending K-6 Korematsu - Collect equity audits on students based on race, ethnicity, special education, low income - Collect data on percentage of students most vulnerable and disproportionally represented in remedial interventions, special education & AIM			
1. Through the vehicle of student council, students will work with principal to solve problems and give advice for student activities and events 2. Establish a school survey of events 3. Student council take a survey of student needs and perceptions 4. Have student council generate a list of needs/wants and present to staff 5. Have student council give input and advice on school vision and mission statements			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Offer diversity training around cultural awareness and/or unconscious bias 2. Close the achievement gap by offering diversity and leadership training to staff on cultural competency, equity and social justice classroom instructions and methods 3. Collect demographic information 4. Gather resources to help teachers include culturally relevant information for lesson plans and instructional strategies 5. Publicly acknowledge and celebrate our school diversity 6. Focus on monthly climate and social justice themes and social emotional themes			
1. Continue classroom push-in counselor 2. Use agreed upon curriculum as a foundational base and resource for students and staff training on empathy and character building, i.e., Kelso's Choices, community and class meetings, Responsive classrooms, circles, Mindfulness and Zones 3. When appropriate/available use 1:1 & 1:5 pull out counseling services		None Specified None Specified	
1. Leadership will participate in building professional learning groups and action research teams 2. Leadership/Liaison will build capacity and groups of staff members to lead			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
professional development at staff meetings. 3. Staff and Leadership will work on themes based on school plan goals 4. Map and Calendar out Monthly meetings			
1.Climate committee, PTO along with staff will plan the year to focus monthly on Fred T. Korematsu traits to practice and study school wide and in class. 2.Climate Committee will at beginning of year create a plan to work on inclusion, fairness, equitable learning communities 3. Have Climate Committee review SEL action plan and begin to implement Section 6, reaching out to parents.			
1. School Site Council will create, review and approve annually Parent Involvement Policy and School Compact. 2. Parent Policy and School Compact will be electronically available and updated annually in the School Handbook 3. At the beginning of the school year every family will receive a School Parent/Student Handbook Electronically			
1. Hire TAG tutor 2. TAG tutor addresses ways to increase student connectedness		TAG tutor salary LCFF - Supplemental 3000.00 LCFF - Base 1737.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Climate Committee will be a stand alone, separate from SSC. Committee will meet minimum 4x a year, review climate survey data, set up goals and action, make recommendations to SSC			
plan a variety and diverse/social justice assemblies			
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 Focus on the following four areas in year 1 of the SEL action plan: 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 by end of 2018 4. Begin to inform parents of the SEL action plan			
SEL Plan PD		responsive classroom training LCFF - Base 2800.00	
SEL Plan sub release time for training		responsive classroom LCFF - Base 3000.00	
SEL Plan materials, books, staff resources		LCFF - Base 2000.00	
Continued Equity Training		Title I Part A: Allocation 2000.00	
Counselor Support		counselor materials LCFF - Base 1000.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		mental wellness center materials LCFF - Base 3000.00	
		counselor misc. LCFF - Base 1000.00	

Analysis

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

All actions were implemented

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

unsure of effectiveness, will notice difference in data for 2019

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

all expenditures were spend as proposed

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.

This goal will have more focused and less actions- changes- We will only focus on PBIS Team Tier 1 implementation, focus on behavior support for general in class and playground- uses focused data -focus on all students, but specifically males and decreased behavior incidents - Changes can be found under Goal #1 engagement

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

All students will meet mastery in California Common Core Standards

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Development		PD in differentiation - math 10 hours each teacher Title I Part A: Allocation 9000.00	
		release time for subs differentiation Title I Part A: Allocation 3000.00	
		GLAD training 4 teachers LCFF - Supplemental 6000.00	
		glad sub release time LCFF - Supplemental 1500.00	
Collaboration Time/Planning		ELA planning time 4 hours each grade level teacher Title I Part A: Allocation 3300.00	
Subscriptions		raz kidz kinder -2nd LCFF - Base 1500.00	
		1-3 scholastic subscription LCFF - Base 600.00	
Kinder/TK Handwriting without tears		handwriting program LCFF - Base 900.00	
Printing		supplemental curriculum printing LCFF - Base 1000.00	

Analysis

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

ALL actions were implemented

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

Unfortunately, still had several groups of students (males, Latinx, low income, HS education below- below reading levels as per 201802019 report card data

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

No differences all proposed and estimated actuals were spent

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.

Only focus is will be GLADD training-continuing to finish staff training and refresher GLADD training

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

ELLs, SED and SWD move closer to level 3 and increase significantly in SBAC

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
• EL specialist will review survey of materials needs to identify required materials • EL specialist will review available materials and evaluate • EL specialist will seek input from classroom teachers and district staff regarding selections of materials - Purchase supplemental materials for ELD small group instruction - Purchase Grammar Reference Book for Language Academy Participants - Purchase professional development materials for staff to support content reading comprehension and academic language/vocabulary		Materials for EL specialist and ELD LCFF - Supplemental 500	
• Principal and staff maintain EL specialist for the school year • Principal and staff hire a classified para educator (if possible bilingual) staff for the school year (depends on district response and supplemental support) • Staff, EL Specialist and Principal and classified para educator will formulate strategy to		EL Specialist .40 FTE District Funded	
		EL Specialist .20 FTE Title III	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
expand availability of certificated and classified staff for ELD instruction (i.e., common schedules, additional staff, etc.) • Schedules will be adjusted and implemented as necessary to implement strategy • Staff will document activities and contact resulting from strategy • CELDT assessment will be scheduled as early as possible for school year, i.e. August • Principal and staff will evaluate program effectiveness			
• 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	
ELL Specialist coordinator Fall assessment for new students		District paid extra hourly for testing EIPAC District Funded	
1. Recruit and Hire Paraeducator II to support groups push in or pull out 2. Train Paraeducator I in ELD/Academic Language strategies 3. Push-In services to support EL students in writing when possible		ELD Para-educator salary 15 hours LCFF - Supplemental 12318.00	
		eld para extra hourly LCFF - Supplemental 500.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Reading support small reading groups core instruction 1st-3rd grade support students furthest from reading standards w/interventions		para salary 25 hours Title I Part A: Allocation 20,574.00	
		extra hourly para LCFF - Supplemental 2000.00	
		instructional materials Title I Part A: Allocation 1000.00	
		reading para hours 25 hours Site Based Gifts and Donations 20530.00	
Math Support for furthest from opportunity		math para 20 hours Site Based Gifts and Donations 8212.00	
		Title I Part A: Allocation 8212.00	
		certificated math tutors 3 staff members, 2 hours a week, for 18 weeks only Title I Part A: Allocation 5800.00	
		moby max subscription Title I Part A: Allocation 1000.00	
Achievement Monitoring System		release time with subs for assessments Site Based Gifts and Donations 2700.00	
		Title I Part A: Allocation 3000.00	
		HK/SSTS/504s/etc. mtgs. Title I Part A: Allocation 1000.00	
		Behavior Release Time Title I Part A: Allocation 500.00	
Bridge Program		salary for coordinator LCFF - Supplemental 3500.00	
		UC davis tutor benefits CA LCFF - Supplemental 500.00	

Analysis

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

All strategies were implemented as planned

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

Created Title I Criteria-focused students; however, still had large number of primary students below reading levels ending school year. In addition, noticed a continued need in math support

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

No differences

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.

Will continue to focus on: reading primary support; will add math para support push in; add professional development money for math instruction

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	124,790.39

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	132781.00	132,781.00
LCFF - Base	18,241	341.00
LCFF - Supplemental	31,616	-261.39
Title I Part A: Allocation	56,789	-824.00
Site Based Gifts and Donations	31,442.00	14,042.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	17,900.00
LCFF - Supplemental	31,877.39
Site Based Gifts and Donations	17,400.00
Title I Part A: Allocation	57,613.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,500.00
1000-1999: Certificated Personnel Salaries	10,700.00
2000-2999: Classified Personnel Salaries	91,233.39
5000-5999: Services And Other Operating Expenditures	350.00
5800: Professional/Consulting Services And Operating Expenditures	16,507.00
7000-7439: Other Outgo	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	8,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	350.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	7,550.00
7000-7439: Other Outgo	LCFF - Base	500.00
	LCFF - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,300.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18,177.39
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,900.00
1000-1999: Certificated Personnel Salaries	Site Based Gifts and Donations	2,400.00
2000-2999: Classified Personnel Salaries	Site Based Gifts and Donations	15,000.00
	Title I Part A: Allocation	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	49,556.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3,057.00

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
Mary Ponce	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
Sandra Cantu	Other School Staff
Steve Haflly	Parent or Community Member
Amy Lin	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 4, 2019.

Attested:

Signature	
Mary L. Ponce	Principal, Mary Ponce on June 3rd, 2019
Dan Sperka	SSC Chairperson, Daniel Sperka on June 3rd, 2020