

# The Single Plan for Student Achievement

**School:** Fred T. Korematsu Elementary School  
**CDS Code:** 57726780111401  
**District:** Davis Joint Unified School District  
**Principal:** Mary Ponce  
**Revision Date:** November 3, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 6/26/15.**

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## School Vision and Mission

### **Fred T. Korematsu Elementary School's Vision and Mission Statements**

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.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teacher Feedback Themes:

- SBAC difficult, questions were difficult to understand, decipher and extract information.
- Students had hard time focusing on several tasks simultaneously.
- Performance Task were difficult for students and they didn't want to or understanding why they had write and explain their answers in writing form.
- Performance Task for ELA very difficult, multi-steps, too much information, hard for some students to organize and write down their response, students looked overwhelmed
- SBAC CAT response sometimes was difficult. Students had trouble understanding the questions and following directions.
- Overall agree with CCSS shifts in 'thinking' and asking students to think about their thinking 'metacognition' but teachers feel this will take time to development. Need to work on schoolwide alignment of strategies across all grade levels to students build this 'new' understanding as they go through each grade level.
- Need alignment in Math strategies, Writing strategies and Strategies in Collaboration across grade levels, vertically, need time to plan vertically.
- Need time to assess students
- Need more support in Technology development , strategies and more devices
- TEachers would like to observe one another
- Teachers felt the professional growth system is good, offered a lot of support, also liked Connie Lee's SCOE training and new strategies
- Still concerns about Report Card, which will be communicated to representatives at district
- Teachers felt we need to communicate and have parent training opportunities available in several areas:
- Writing: TEaching and Time available in class very difficult
- Math: Students need to develop Math reasoning, have a strong numbers sense foundation and know how to estimate using effective strategies. Also need to have fact proficiency. Lastly, students have many errors in multi-step problems, they do not check their errors.

Student Listening Circle Feedback:

- Overall liked school
- Overall felt safe
- Overall felt they had an adult they could connect to
- Only had two classes with 'outlier' answers that were opposite themes as compared to the rest of the school. This may be due to their view as a cohort (one was an AIM class the other 3rd grade class).
- Students liked lessons that were engaged: building, creating, working in groups with peers, have the ability to present, active. Some stated that Math and Writing were hard.
- STudents overall gave good responses to how lessons fit the real world and how would they use it.
- Lastly, many students focused their comments on lunch lines, recess overall, and yard duties (some stated that they were good support, others stated that this area needed improvement).

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal observed classroom more often at the beginning of school year up until January.

After spring break, preparing for SBAC and end of year tasks, very little observations.

Principal noticed two areas: New staff development & Veteran Staff:

- New staff performed better if they worked w/a cohesive collaborative team, better alignment.
- All staff did try some of the new instructional techniques "Close Reading"
- Staff not cohesive in teaching collaboration techniques
- Many staff members piloted new Math adoption, difficult to focus on pacing standards
- Staff using a variety of strategies for Math, not cohesive, hopefully new Math enVision adoption will support this alignment.
- Some staff still have engagement problems and class management.
- Increase in staff working together and creating lessons, many used the district's collaboration hours
- Staff still needs to work on and improving the technique of formative assessments and corrective feedback
- Staff still needs to work on a deeper understanding in creating lessons that have high levels of DOK question, particularly in novel students
- Staff still needs to have a systematic way of teaching vocabulary: Level I, II, III and choose what vocab to teach
- Staff needs to vertical team and align their collaboration strategies and how to teach students collaboration

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

#### Fully Implemented Rubric 4

- Quarterly District Benchmarks
- RReport Cards
- District Literacy Cards
- Classroom Imbedded Assessments

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

#### Fully Implemented

Quarterly Academic Conferences  
Healthy Kids meetings  
Grade Level Meetings

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

Fully Implemented

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Fully Implemented

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Fully Implemented

District & Site workshops

New District Professional Growth System

SCOE training at school site

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Minimally Implemented Rubric 2

Math Specialist-coach only

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Partially implementation

Limited effectiveness based on Dufour rubric of high performing teams

All grade levels except for 2, collaborated effectively based on DuFours rubric on high performing teams

TEams still need to use Wed. time more effectively , but difficult when they are assigned few

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- substantially implemented
- need writing essential standards
- need instructional technology essential standards
- need history essential standards

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lack of identify or vision for the new K-6 Korematsu school

Lack of cohesiveness in some grade levels

Teacher coordinated staff development needed

Program implementation and vertical program development still needed

Common Language and Common goals needs for program implementation is still needed by all stakeholders

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Substantially implemented

- need writing, social studies

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Fully Implemented

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Fully Implemented

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Substantially implemented

- need updated on differentiated instruction for core curriculum

14. Research-based educational practices to raise student achievement

Substantially implemented

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site-based Student Study Team and support staff

Response to Intervention (RTI), special education model

Early Intervention using all staff members and services

Bridges after school program

Student Services

County Medical and Mental Health Services

ELL Support Team

Classroom and school-wide newsletters, and listserv, school website and new District PI employee, school messenger

Children's Center and Special Education Preschool

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Fully Implemented

English Learners Advisory Committee / School Site Council / English Language Learners Team / Korematsu Staff

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Reading Specialist and Reading Room support

Acquisition of supplemental materials and classroom supplies to address student learning needs

Development of school-home connection through regular communication and school-wide events

Additional staffing to improve student/ credentialed teacher access

Release of staff to focus on needs of under-performing students

Title I paras used to support primary classroom reading instruction.

Pull out and Push In interventions for all below basic as per academic conference data K-6

Academic Conferences four times a year to monitor student progress towards standards, and build programs to respond to student needs.

After school Bridge program for students that are low-income and below basic on the CST STAR test.

Booster Summer groups

### 18. Fiscal support (EPC)

Fully Implemented

## **Description of Barriers and Related School Goals**

Goal: Increase ELL re-classification

Barrier: Vocabulary Development/Acceleration; GAp begins before students enter Kindergarten and then widens although students are supported; coordinating strategies between ELL specialist and classroom teachers

Goal: ELA All students at grade level by 3rd grade:

Barrier: Cohesive classroom instruction due to transition to CCSS, small group techniques, training, and delivery ; lack of explicitly teaching metacognition and questioning techniques and comprehension; foundational skills very effective

Goal: Math All students at grade level by 3rd grade

Barriers: Transitioning to CCSS, lack of adopted curriculum (will have it for 2015-2016); lack of training in number sense, time and intervention support

Goal: Technology:

Barrier: Time to train staff in 'integrated technology' instructional strategies and lack of available devices, lack of fulltime computer specialists-hard to share w/other school site

Goal: Climate

Barrier: more time for Counselor in order to effectively push-in to classes, and pull out, counselor is new still creating program, a survey to effectively look for needs and plan actions, need to focus on better strategies on engagement and recess



## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	387	381		207	194		12	8		92	85	
Growth API	896	898		912	922		849			957	971	
Base API	893	896		920	912		862	849		957	957	
Target	A	A		A	A					A	A	
Growth	3	2		-8	10					0	14	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	65	62		66	64		94	96		46	44	
Growth API	757	738		813	837		741	767		675	644	
Base API	724	757		774	813		726	741		642	675	
Target	5	5		5	A		5	5				
Growth	33	-19		39	24		15	26				
Met Target	Yes	No		Yes	Yes		Yes	Yes				

### Conclusions based on this data:

1.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	304	293		167	159		8			83	76	
Percent At or Above Proficient	78.6	76.9		80.7	82.0		66.7	--		90.2	89.4	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	36	30		40	41		45	45		18	11	
Percent At or Above Proficient	55.4	48.4		60.6	64.1		47.9	46.9		39.1	25.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	Yes		Yes	No		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	304	302		170	164		8			83	79	
Percent At or Above Proficient	78.8	79.3		82.5	84.5		66.7	--		90.2	92.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	33	30		39	44		46	51		19	11	
Percent At or Above Proficient	50.8	48.4		59.1	68.8		49.5	53.1		41.3	25.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	Yes		No	Yes		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	62	63	
Percent with Prior Year Data	100.0%	95.2%	
Number in Cohort	62	60	
Number Met	43	48	
Percent Met	69.4%	80.0%	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	63	15	67	13		
Number Met	26	--	30	--		
Percent Met	41.3%	--	44.8%	--		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #1:</b>
Increase connectedness for students 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. Measure by an survey 3rd to 6th graders in the spring.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. Create, Find and Use a researched based connectedness student survey (district will provide this in Fall of 2015)</li><li>2. Equity Audits</li><li>3. Healthy Kid Survey</li><li>3. Staff Reflection</li><li>4. Student Reflection (Student Council) -Surveys</li><li>5. Listening Circles from each classroom teacher</li><li>5. Discipline Data</li><li>6. District / Grade Level Achievement Benchmark Data</li><li>7. Attendance</li><li>8. Attendance to parent conferences</li></ol>

**Findings from the Analysis of this Data:**

- Boys received more the discipline w/ behavior notes for some of the following situations: primary: problems with keeping hands to themselves, recess social interactions at games, regulating their emotions and friendship groups. Intermediate has less behavior notes, mostly from 4th a few 5th-6th. Common themes in intermediate: games social issues, vulgarity/cursing, lack of homework turn in rate and on task time.
- Parents of English Learners connected but advised to improve communication and improve teacher/parent communication on 'how' student is progressing more often not just on report card conference dates
- Parents from low income, and hardships are disconnected from school climate: 7 of our parents (of which mostly single parents, low income) did not attend parent conference
- Latino English Learners are disproportionally represented in Special Education
- Latino English Learners, Special Education & Low Income student are disproportionally represented in remedial interventions and under represented in enrichment classes such as GATE.
- as per listening circle responses themes that were reflected: students feel safe, felt connected to an adult, enjoyed lessons that were active, with opportunities to collaborative with peers, discuss, build and present. Student reported that they would like for lunch lines to be improved, too long, continue to work on playground/recess activities, also notes that Math and Writing were very difficult.

**How the School will Evaluate the Progress of this Goal:**

1. Quarterly Academic Conferences
2. Healthy Kids referrals
3. Grade Level meetings
4. Behavior Referrals
5. Equity Audits
7. Student Surveys
8. Discipline Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>• Collect critical information from students and families regarding Korematsu</li> <li>• Assemble and publish information on a regular basis</li> <li>• Publish regular articles focused on learning, discipline, citizenship and social justice</li> <li>• Distribute newsletters to learning community members</li> </ul>	8/26/2014 - 6/12/2016	Principal; school secretary; PTO editor				

<p>Korematsu community</p> <ul style="list-style-type: none"> <li>• Calendar and publicize events to community with special attention and outreach to underrepresented segments of school community</li> <li>• Facilitate participation in all events for all segments of the Korematsu School community through outreach</li> <li>• Monitor attendance and participation in schoolwide events</li> <li>• Collect and share data about participation</li> <li>• Conduct and analyze ongoing and end-of-year surveys regarding events held by PTO and/or School Staff</li> <li>• Monthly School-wide Social Justice Character Assemblies/Celebrations</li> <li>• August/September:: Build Community / Inclusiveness</li> <li>• September: Familia Night, Back To School Night</li> <li>• October: National Mix It Up Day</li> <li>• January: Explorit &amp; Explorit Familia Night</li> <li>• February: Fred T Korematsu Day, Oral Language Fair</li> <li>• March: Read Across America, Dr. Seuss Day</li> <li>• April: Science Fair, Open House</li> <li>• May: Leadership Field trips, Variety Show, Asian Pacific Fair/Auction</li> </ul>		Site Council.	leadership fieldtrip
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 disproportionately represented in remedial interventions, special education & AIM	8/26/2015 - 6/12/2016	Administration				
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	8/28/2014 - 6/12/2015	administration, staff, students and community				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	8/26/2015 - 6/12/2016	administration, leadership team, staff, students, community				
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 3. When appropriate/available use 1:1 & 1:5 pull out counseling services	8/28/2014 - 6/12/2015	principal, staff and parents and SSC	Counselor Salary		LCFF - Supplemental	11,625.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 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	8/26/2015 - 6/12/2016	principal, leadership, staff				
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	8/26/2015 - 6/12/2016	"Climate Group," Staff, Principal				
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	8/28/2014 - 6/12/2015	School Site Council, Principal, Staff, Parents				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hire TAG tutor 2. TAG tutor addresses ways to increase student connectedness 3. Create Title I Criteria for TAG Tutor student support	8/28/2014 - 6/12/2015	Principal, staff, classroom teacher & TAG tutor	tutor salary		LCFF - Supplemental	2,523.00
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 actionmake recommendations to SSC	every school year	admin and staff and parents				
Increase number of 'recognition' assemblies: for example, have a year focus and then recognize students quarterly on that focus.	June 2015- no end date	admin & staff				
Re-look at lunch system and brainstorm with interested staff in creating a more effective, kid-friendly lunchtime and recycling system. Goal: decrease number of students at table eating, stagger the lunchtimes, less students on playground. Administration will need to hire more playground noon supervisors.	June 2015- August 26, 2015	admin & staff				
hire extra hourly para for parent support re: basic school system, paperwork, systems, etc translation of beg. year registration enrollment	aug. 2015-june 2016		extra hourly salary		Title I Part A: Allocation	2,599.00

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Technology</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #2:</b>
All students will meet basic mastery in the essential standards in instructional technology for each grade level.
<b>Data Used to Form this Goal:</b>
-SBAC Interim and Summative -Quarterly District Benchmark Assessments -Teacher/Technology Made Assessments
<b>Findings from the Analysis of this Data:</b>
-We do not have any essential standards in instructional technology nor any assessments
<b>How the School will Evaluate the Progress of this Goal:</b>
-quarterly academic conferences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Hire and retain a part time computer specialist 10 hours a week</li> <li>Maintain infrastructure of computer lab</li> <li>Problem solve and support programs and software</li> <li>Inventory all programs, materials and software</li> <li>Trouble shoot</li> <li>Maintain schedule and computer lab systems</li> <li>Evaluate and survey computer lab needs</li> </ul>	8/26/2015 - 6/12/2016	<ul style="list-style-type: none"> <li>principal, staff, computer specialist, community</li> </ul>	Computer Specialist salary		LCFF - Base	19,000
			extra hourly		LCFF - Base	1,350

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #3:</b>
All EL students will demonstrate growth of one level or more in English language proficiency as measured by the CELDT. ALL designated English Learners will meet annual AYP and API and NCLB requirements. All redesignated Fluent English Proficient students will score at proficient or above on both English/Language Arts and Mathematics portions of the CST within three years of redesignation by 2014.
<b>Data Used to Form this Goal:</b>
-SBAC -District Assessment -Teacher Assessment -CELDT -Adept
<b>Findings from the Analysis of this Data:</b>
Latino English Learners students still have an achievement gap compared to other groups in the school community. The majority of English Learners are Latinos & Low Income (SES). 20% of our ELLs are Long Term English Learners, students designated ELLs in US schools for 6 or more years
<b>How the School will Evaluate the Progress of this Goal:</b>
-Quarterly Academic Conferences by grade level by student -Grade Level Meetings -HK Meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>• EL specialist will review survey of materials needs to identify required materials</li> <li>• EL specialist will review available materials and evaluate</li> <li>• EL specialist will seek input from classroom teachers and district staff regarding selections of materials -</li> <li>Purchase supplemental materials for ELD small group instruction -</li> <li>Purchase Grammar Reference Book for Language Academy Participants -</li> <li>Purchase professional development materials for staff to support content reading comprehension and academic language/vocabulary</li> </ul>	8/26/2015 - 6/12/2016	Principal, Classroom Teachers , and EL specialist	Materials for EL specialist and ELD		LCFF - Supplemental	1,000
<ul style="list-style-type: none"> <li>• Principal and staff maintain EL specialist for the school year</li> <li>• Principal and staff hire a classified para educator (if possible bilingual) staff for the school year (depends on district response and supplemental support)</li> <li>• Staff, EL Specialist and Principal and classified para educator will formulate strategy to expand availability of certificated and classified staff for ELD instruction (i.e., common schedules, additional staff, etc.)</li> <li>• Schedules will be adjusted and implemented as necessary to implement strategy</li> <li>• Staff will document activities and contact resulting from strategy</li> <li>• CELDT assessment will be scheduled as early as possible for school year, i.e. August</li> <li>• Principal and staff will evaluate program effectiveness</li> </ul>	8/26/2015 - 6/12/2016	Classroom Teachers, Reading Teacher, Principal. EL Specialist and Para Educator	Extra hourly certificated EL Specilaist .20 FTE EL Specialist .40 FTE		LCFF - Supplemental District Funded Title III	1,000 12,000 28,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• ELAC meetings minimum 4 times in a school year • Parent workshops based on community needs	8/28/2015 - 6/12/2016	EL specialist, staff, principal, community members of EL students	Parent training materials and supplies		LCFF - Supplemental	500
			Child care for meetings and food		LCFF - Supplemental	1,000
Translation of newsletters Translation for Parent Conferences	8/28/2015 - 6/12/2016	Paraeducators, staff	Translation		LCFF - Supplemental	1,000
-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	8/28/2015 - 6/12/2016	EL Specialist, Staff, Principal	re-classification Award certificates, medals, invitations, food		LCFF - Supplemental	500
ELL Specialist & Reading Specialist will coordinate August CELDT testing of selected ELL students	8/26/2015 - 6/12/2016	ELL Specialist & Reading Specialist	District paid extra hourly for testing CelDT		District Funded	2,000
1. Recruit Paraeducator to support one group of ELL students in classroom 2. Train Paraeducator I in ELD/Academic Language strategies 3. Push-In services to support EL students in writing when possible	8/28/2014 - 6/12/2015	Principal, EL Specialist, teacher	Para-educator extra hourly salary		LCFF - Supplemental	2,500



## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English-Language Arts</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
All second through sixth grade students will participate in the STAR testing. 89.5% of Korematsu students will meet annual API , AYP and AMAO requirements for all students and subgroups for the 2012-2013. By the end of third grade all students will read at grade level equivalency not only decoding but comprehending and inferring fiction and nonfiction text. ALL K-2 grade students will have an understand of reading process and be exposed to literacy activities to ensure success in reading and writing by third grade. All 2nd-6th grade students will learn to read (analyze & infer) and write expository text.
<b>Data Used to Form this Goal:</b>
-SBAC interim and summative -Trimester District Reading Benchmarks -Curriculum Assessments -Teacher Supplemental Assessments
<b>Findings from the Analysis of this Data:</b>
Latinos English Learners continue to show a pervasive achievement gap as compared to other groups (White & Asian) Special Education students and Low Income (SES) also continue to show an achievement gap. Latino English Learners are coming into our school systems in Kindergarten with a significant achievement gap compared to students who have had opportunities prior to entering school. As a result, these students are far behind their peers in letter knowledge, literacy, concept of print, phonemic awareness, etc. The school needs to focus on early support and intervention with entering K-1. In addition, when moving up in the grade levels, these students need support in comprehension specifically in expository text, also writing in narrative forms and academic language in all content areas. In addition, staff needs to support students in comprehension strategies, questioning strategies and metacognition.
<b>How the School will Evaluate the Progress of this Goal:</b>
-Quarterly Academic Conferences by grade level by student (create grade level goals) -Illuminate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Principal will allocate funds to support and supplement standards-based classroom program</li> <li>Instructional staff will determine materials and supplies necessary to implement Language Arts Block</li> <li>Staff will list needs based on academic conferences and assessments</li> <li>Materials to be purchased will include but not limited to: guided reading leveled books for K-1, chapter books for 2nd-6th, intervention materials for K-6th; materials, technology, and literacy activities to supplement the base curriculum in the areas of the reading process i.e. phonological awareness, decoding, sight word knowledge, fluency use of content clues, vocabulary, structure, background knowledge, concepts of print, strategies for reading, language comprehension, automatic word recognition, and reading comprehension.</li> <li>Materials purchased delivered to classroom for use with students</li> <li>Staff will evaluate sufficiency of materials and support -RSP materials</li> </ul>	8/28/2015 - 6/12/2016	Classroom teachers, support staff, principal.	Materials and supplies		Title I Part A: Allocation	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire and maintain 2 reading Paraeducator II educators Staff will work with reading teacher 1st-3rd grade as a priority. Staff will work in small groups	5/28/2015 - 5/28/2016	Principal, Reading specialists, staff	Salary for Paraeducator II		Title I Part A: Allocation	21,783
Substitute time as required for paraeducator positions	9/1/2015 - 6/9/2016		Substitute Paraeducator II hours		Title I Part A: Allocation	500
Select extra interventions based on academic conference results for primary students reading below grade level	10/1/2014 - 6/9/2019	Paraeducator II	Salary for Paraeducator II		Title I Part A: Allocation	3,000

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Staff Planning/ Professional Development</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
Students will increase in student learning goals through out the year, as measured by benchmark assessments. Teachers will meet 4x a year, as a grade level to monitor students progress towards grade level standards. Teachers will use data to plan in-class interventions and instruction to improve student learning and set SMART goals.
<b>Data Used to Form this Goal:</b>
Teachers will use benchmark, curriculum embedded, CCSS, teacher-made assessments, end of year state assessments to monitor progress towards goals.
<b>Findings from the Analysis of this Data:</b>
with new CCSS, teachers need planning time for creating units, lessons of study to align them to the new standards and prepare students for college and career readiness.
<b>How the School will Evaluate the Progress of this Goal:</b>
Academic Conferences Monitoring system Illuminate Data System

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time for Academic Conferences, assessing, and specialists	5/28/2014 - 5/28/2015		Academic conference		District Funded	6,000
			release time			
			release time subs		LCFF - Supplemental	2,000
			release time for specialists		LCFF - Supplemental	2,000
			release time to assess		LCFF - Supplemental	3,250
Para Professional Development	administration, staff, specialists		release time, subs, extra hourly		Title I Part A: Allocation	2,000



## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LCAP Priority 4 - Pupil Achievement</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
Offer after school clubs for students in the achievement gap.
<b>Data Used to Form this Goal:</b>
Annual State Testing District Math Benchmarks TEacher embedded assessments
<b>Findings from the Analysis of this Data:</b>
Latino, English Learner, Low SES continue to have a persistent achievement gap as compared to their White & Asian counterparts
<b>How the School will Evaluate the Progress of this Goal:</b>
Quarterly Academic Conferences, report cards, and benchmark assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Paraeducator III coordinator for Homework Club	10/1/2015 - 5/29/2016	Paraeducator III coordinator	Paraeducator III salary		Title I Part A: Allocation	3,000
Select grade level most in need of additional math support. Select and recruit teachers	10/1/2015 - 6/9/2016	Classroom teachers	Teacher salary		Title I Part A: Allocation	5,000
Paraeducator III coordinator will order and monitor supplies for homework club students	10/1/2015 - 6/9/2016	Paraeducator III	Supplies for Homework Club		Title I Part A: Allocation	200
Hire Staff for Primary Homework Club	10/1/2015-6/29/2016		salary		Title I Part A: Allocation	3650



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	20,000	0.00
LCFF - Base	20,350	0.00
LCFF - Supplemental	29,898	0.00
Title I Part A: Allocation	44,928	196.00
Title III	28,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	20,000.00
LCFF - Base	20,350.00
LCFF - Supplemental	29,898.00
Title I Part A: Allocation	44,732.00
Title III	28,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,747.00
Goal 2	20,350.00
Goal 3	49,500.00
Goal 4	28,283.00
Goal 5	15,250.00
Goal 6	11,850.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Ponce	X				
Teri Murphy		X			
Elisa Levy				X	
Steve Inouye				X	
Amanda Walsh		X			
Sarah Foley		X			
Deborah Folb				X	
Christine Bennetts				X	
Gloria Partida				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Staff and Climate Committee

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 6/1/2015.

Attested:

Mary Ponce

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Steve Inouya

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Budget By Expenditures

## Fred T. Korematsu Elementary School

### Funding Source: District Funded

**\$20,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
District paid extra hourly for testing Celdt		\$2,000.00	English Language Development	ELL Specialist & Reading Specialist will coordinate August CELDT testing of selected ELL students
Academic conference release time		\$6,000.00	Staff Planning/ Professional Development	Release time for Academic Conferences, assessing, and specialists
EL Specilaist .20 FTE		\$12,000.00	English Language Development	• Principal and staff maintain EL specialist for the school year • Principal and staff hire a classified para educator (if possible)

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District Funded Total Expenditures: \$20,000.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$20,350.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Computer Specialist salary		\$19,000.00	Technology	• Hire and retain a part time computer specialist 10 hours a week • Maintain infrastructure of computer lab • Problem solve and support programs and software • Inventory all programs,

## Fred T. Korematsu Elementary School

extra hourly	\$1,350.00	Technology	<ul style="list-style-type: none"> <li>• Hire and retain a part time computer specialist 10 hours a week</li> <li>• Maintain infrastructure of computer lab</li> <li>• Problem solve and support programs and software</li> <li>• Inventory all programs,</li> </ul>
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LCFF - Base Total Expenditures: \$20,350.00

LCFF - Base Allocation Balance: \$0.00

### Funding Source: LCFF - Supplemental

**\$29,898.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials for EL specialist and ELD		\$1,000.00	English Language Development	<ul style="list-style-type: none"> <li>• EL specialist will review survey of materials needs to identify required materials</li> <li>• EL specialist will review available materials and evaluate</li> <li>• 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</li> </ul>
Extra hourly certificated		\$1,000.00	English Language Development	<ul style="list-style-type: none"> <li>• Principal and staff maintain EL specialist for the school year</li> <li>• Principal and staff hire a classified para educator (if possible)</li> </ul>

## Fred T. Korematsu Elementary School

substitute salary, food for OLF, student leadership fieldtrip	\$1,000.00	School Climate	<ul style="list-style-type: none"> <li>• Identify site-based events that involve and pull-in the diverse Korematsu community</li> <li>• Calendar and publicize events to community with special attention and outreach to underrepresented segments of school community</li> <li>• Facilitate participation in all events for all segments of the Korematsu School community through outreach</li> <li>• Monitor attendance and participation in schoolwide events</li> <li>• Collect and share data about participation</li> <li>• Conduct and analyze ongoing and end-of-</li> </ul>
Counselor Salary	\$11,625.00	School Climate	<ol style="list-style-type: none"> <li>1. Continue classroom push-in counselor</li> <li>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</li> <li>3. When appropriate/available use 1:1 &amp; 1:5 pull out counseling services</li> </ol>
tutor salary	\$2,523.00	School Climate	<ol style="list-style-type: none"> <li>1. Hire TAG tutor</li> <li>2. TAG tutor addresses ways to increase student connectedness</li> <li>3. Create Title I Criteria for TAG Tutor student support</li> </ol>
Para-educator extra hourly salary	\$2,500.00	English Language Development	<ol style="list-style-type: none"> <li>1. Recruit Paraeducator to support one group of ELL students in classroom</li> <li>2. Train Paraeducator I in ELD/Academic Language strategies</li> <li>3. Push-In services to support EL students in writing when possible</li> </ol>
Parent training materials and supplies	\$500.00	English Language Development	<ul style="list-style-type: none"> <li>• ELAC meetings minimum 4 times in a school year</li> <li>• Parent workshops based on community needs</li> </ul>
Child care for meetings and food	\$1,000.00	English Language Development	<ul style="list-style-type: none"> <li>• ELAC meetings minimum 4 times in a school year</li> <li>• Parent workshops based on community needs</li> </ul>
Translation	\$1,000.00	English Language Development	Translation of newsletters Translation for Parent Conferences
re-classification Award certificates, medals, invitations, food	\$500.00	English Language Development	-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

## Fred T. Korematsu Elementary School

release time subs	\$2,000.00	Staff Planning/ Professional Development	Release time for Academic Conferences, assessing, and specialists
release time for specialists	\$2,000.00	Staff Planning/ Professional Development	Release time for Academic Conferences, assessing, and specialists
release time to assess	\$3,250.00	Staff Planning/ Professional Development	Release time for Academic Conferences, assessing, and specialists

LCFF - Supplemental Total Expenditures: \$29,898.00

LCFF - Supplemental Allocation Balance: \$0.00

### Funding Source: Title I Part A: Allocation

**\$44,928.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
release time, subs, extra hourly		\$2,000.00	Staff Planning/ Professional Development	Para Professional Development
Paraeducator III salary		\$3,000.00	LCAP Priority 4 - Pupil Achievement	Hire Paraeducator III coordinator for Homework Club
Teacher salary		\$5,000.00	LCAP Priority 4 - Pupil Achievement	Select grade level most in need of additional math support. Select and recruit teachers
Supplies for Homework Club		\$200.00	LCAP Priority 4 - Pupil Achievement	Paraeducator III coordinator will order and monitor supplies for homework club students
salary		\$3,650.00	LCAP Priority 4 - Pupil Achievement	Hire Staff for Primary Homework Club

## Fred T. Korematsu Elementary School

Materials and supplies	\$3,000.00	English-Language Arts	<ul style="list-style-type: none"> <li>Principal will allocate funds to support and supplement standards-based classroom program</li> <li>Instructional staff will determine materials and supplies necessary to implement Language Arts Block</li> <li>Staff will list needs based on academic conferences and assessments</li> <li>Materials to be purchased will</li> </ul>
Salary for Paraeducator II	\$21,783.00	English-Language Arts	Hire and maintain 2 reading Paraeducator II educatorsStaff will work with reading teacher 1st-3rd grade as a priority.Staff will work in small groups
Substitute Paraeducator II hours	\$500.00	English-Language Arts	Substitute time as required for paraeducator positions
Salary for Paraeducator II	\$3,000.00	English-Language Arts	Select extra interventions based on academic conference results for primary students reading below grade level
extra hourly salary	\$2,599.00	School Climate	hire extra hourly para for parent support re: basic school system, paperwork, systems, etc translation of beg. year registration enrollment
Title I Part A: Allocation Total Expenditures:		\$44,732.00	
Title I Part A: Allocation Allocation Balance:		\$196.00	

### Funding Source: Title III

**\$28,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Fred T. Korematsu Elementary School

EL Specialist .40 FTE

\$28,000.00

English Language  
Development

- Principal and staff maintain EL specialist for the school year
- Principal and staff hire a classified para educator (if possible)

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Title III Total Expenditures: \$28,000.00

Title III Allocation Balance: \$0.00

Fred T. Korematsu Elementary School Total Expenditures: \$142,980.00