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: May 25, 2016

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 .

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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 understanding, 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 'meta-cognition' but teachers feel this will take time to development. Need to work on schoolwide alignment of
- Staff would like to focus on 'explaining' thinking both orally and in writing for 2016-2017. They feel students still do not explain their answers with depth.
- Staff would like vertical and horizontal alignment in: units, pacing, assessments, best practices, and instructional strategies and resources
- 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
- Support for Primary Math
- Teachers having difficulty with new math adoption, enVision, not aligned with California Frameworks, some Topics in the curriculum go beyond the California expectations.
- Teachers would like to observe one another
- TEachers would like Math coaches to provide Math nights to parents to help them understand Common Core transitions
- Still concerns about Report Card, which will be communicated to representatives at district: some Math areas not aligned with Math Framework
- 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.
- Teachers concerned about general ed. students that do not qualify for Special ed. and then do not have support in behavior management
- Improve communications between flexible grouping among teachers
- teachers need technology frameworks for each grade level
- teachers want more time with the computer specialist
- teachers want support with new technology devices, professional development

Student Feedback:
- Based on YouthTruth the following were themes that scored less favorable than other areas: 1. Academic Expectation & rigor: 'make you really think", learn a lot 2. Instructional Methods: ask if we understand, let us explain our answers, explain in ways I understand, correct mistakes 3. Relevance to everyday life
- Based on Youth Truth narrative feedaback top five areas: 1. lunc yard duties a problem 2. lunch quality 3. running at recess 4. Math and Writing are very hard

Parent Feedback:
- ELAC parents: like current pull out program, do not change, would like more frequent progress reporting from staff
- General community: more frequent progress reporting, more challenging work in some grade level, vertical alignment in homework, more enrichment opportunities after school, communication from some specific classrooms

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 classrooms more often at the beginning of school year up until January.
After spring break, preparing for SBAC and end of year tasks, very few observations.
Principal noticed two areas: New staff development & Veteran Staff:
- New staff performed better if they worked w/a cohesive collaborative team, better alignment.
- Staff not cohesive in teaching collaboration techniques and/or explaining techniques, and asking deeper questions
- All staff began new Math program, difficult to focus on pacing standards, not aligned with framework, few staff (2) had difficulty implementing
- Staff using a variety of strategies for Math, not cohesive
- Some staff still have engagement problems and class management.
- Increase in staff working together and creating lessons, many used the district's collaboration hours but not all
- Staff still needs to work on and improving the technique of formative assessments and corrective feedback, and feedback in general
- 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
   - REport Cards
   - District Literacy Cards
   - Classroom Imbedded Assessments (math)

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
Staff Professional Training in Staff meetings

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)

- partially implemented (math adoption now implemented, no ELA , no Science aligned to CCSS).
- need writing essential standards
- need instructional technology essential standards
- need new ELA adoption

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

Lack of identify or vision for the new Tk-6th grade ELA/ELD integrated frameworks
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 para 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
Pull out and Push In interventions for all below basic as per academic conference data 1-3
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, English learners, and low skill 4th-6th
Math Club for 2-3, and 4-5
assessment time for staff members

18. Fiscal support (EPC)

Fully Implemented

Description of Barriers and Related School Goals

Goal: Increase English Language Learner (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. Writing support needed after students move onto CELDT EA.

Goal: English Language Arts (ELA) A All students at grade level by 3rd grade:
Barrier: Cohesive classroom instruction due to transition to Common Core State Standards (CCSS), small group techniques, training, and delivery ; lack of explicitly teaching meta-cognition and questioning techniques and comprehension; foundational skills very effective but resources need to be aligned. Loss of Title I money

Goal: Math All students at grade level by 5th grade
Barriers: Did not have Frameworks until end of year 2016, need to align and pace out for the year. Support for primary students below grade level. alignment with new adoption

Goal: Technology:
Barrier: Time to train staff in 'integrated technology' instructional strategies and lack of available devices, lack of full time 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. Students want to feel challenged, teachers need more time to create deep units. Improve progress and increase feedback to students. General ed. students with behavior management issues that do not qualify for special ed. , lack of support.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

				Overall Achievement					
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	68	67	98.5	67	**2452.9**	42	18	19	21
Grade 4	78	74	94.9	74	**2507.6**	45	26	11	19
Grade 5	92	90	97.8	89	**2554.0**	41	31	14	12
Grade 6	91	90	98.9	89	**2568.9**	32	39	16	12
All Grades	329	321	97.6	319		40	29	15	16

	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
Grade Level	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	40	33	27	36	43	21	39	45	16	33	51	16
Grade 4	36	50	14	36	50	14	30	61	9	28	36	15
Grade 5	39	44	17	51	35	15	35	53	12	46	49	4
Grade 6	34	42	25	47	31	21	30	60	10	44	48	8
All Grades	37	42	20	43	39	18	33	55	12	39	46	10

Conclusions based on this data:

1. English learners that are low income compared to other subgroups scored lower; Low SES Latinos and whites scored lower than their comparable High SES subroups

2. More than 85-90% of students scored in the at or near, above standard in all areas; most students scored in at standard

3. highest below standard score was in writing and overall writing with 18-20

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	68	67	98.5	67	**2451.9**	30	34	13	22
Grade 4	78	76	97.4	74	**2533.3**	47	21	20	9
Grade 5	92	90	97.8	90	**2547.3**	42	19	22	17
Grade 6	91	89	97.8	89	**2572.6**	37	26	24	13
All Grades	329	322	97.9	320		39	25	20	15

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	43	31	25	43	37	19	40	43	16
Grade 4	61	24	15	51	36	12	50	31	19
Grade 5	47	31	22	34	46	20	37	47	17
Grade 6	37	37	26	40	43	17	45	39	16
All Grades	47	31	22	42	41	17	43	40	17

Conclusions based on this data:

1. 80 or above students scored at, near or above in all areas math

2. HIghest below standard, at 22, was applying mathematical concepts and procedures

3. English Learners, Low SES Latino/Whites continue to have achievement gap

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2015-16 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2015-16 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	63	51	
Percent with Prior Year Data	95.2%	96.1%	
Number in Cohort	60	49	
Number Met	48	36	
Percent Met	80.0%	73.5%	
NCLB Target	59.0	60.5%	
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	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	67	13	53	11		
Number Met	30	--	23	--		
Percent Met	44.8%	--	43.4%	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	**Yes**	**--**	**Yes**	**--**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	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	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
Met Target for AMAO 3	**No**		

Conclusions based on this data:

1.

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

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:

SUBJECT: School Climate
LEA GOAL:
SCHOOL GOAL #1:
Increase student connecteness 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.
Data Used to Form this Goal:
1. Youth Truth Surveys 2. Equity Audits 3. Healthy Kid Survey 3. Staff Reflection 4. Student Reflection (Student Council) -Surveys 5. Listening Circles from each classroom teacher 5. Discipline Data 6. District / Grade Level Achievement Benchmark Data 7. Attendance 8. Attendance to parent conferences

Findings from the Analysis of this Data:

- Boys received more 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, 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
- Latino English Learners are disproportionately represented in Special Education
- Latino English Learners, Special Education & Low Income student are disproportionately represented in remedial interventions and under represented in enrichment classes such as AIM.
- Youth truth survey results. less favorable responses where in two buckets: instructional challenge/rigor & instructional methods. Students commented that: 1. they are not challenged enough 2. teachers do not explain in a way they understand 3. teachers do not give students enough time to explain or share their explanations. In the open comments, the following were themes: 1. students do not like lunch meals 2. students find some of the lunch noon duty aids unhelpful 3. students find math and writing very hard

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
9.youthtruth survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• 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	8/24/2014 - 6/12/2017	Principal; school secretary; PTO editor				

		Site Council.	events
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 through outreach • Monitor attendance and participation in schoolwide 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 • October: National Mix It Up Day • January: Explorit & Explorit Familia Night • February: Fred T Korematsu Day, Oral Language Fair , Auction • March: Read Across America, Dr. Seuss Day • April: Science Fair, Open House • May: Leadership Field trips, Variety Show, Asian Pacific Fair			

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 disproportionally represented in remedial interventions, special education & AIM	8/24/2015 - 6/12/2017	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	8/24/2014 - 6/12/2017	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	8/24/2014 - 6/12/2017	adminstration, 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	8/24/2014 - 6/12/2017	principal, staff and parents and SSC	Counselor, .50 FTE		District Funded	37,500.00

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	8/24/2014 - 6/12/2017	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	8/24/2014 - 6/12/2017	"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	8/24/2014 - 6/12/2017	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	8/24/2014 - 6/12/2017	Principal, staff, classroom teacher & TAG tutor	Tutor salary		LCFF - Supplemental	2,500
					LCFF - Base	2,000
Climate Committee will be a stand alone, separate form 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				
plan a variety and diverse assemblies	every year	admin. & staff				
planning time to create behavior plans for general ed. students	august-june 2017	admin. & staff			LCFF - Base	1,000
					LCFF - Supplemental	500
Social Justice Materials for classroom instruction and professional development	8/24/2014 - 6/12/2017		materials, read-alouds, professional books, journals, etc		Site Based Gifts and Donations	1,000
sensory materials to support regulating behavior in classroom	aug.-june 2017	admin. & staff	sensory materials		LCFF - Supplemental	500
			sensory materials		LCFF - Base	500
mental health intern	aug.- june 2017	district personnel				

Planned Improvements in Student Performance

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:

SUBJECT: Technology
LEA GOAL:
SCHOOL GOAL #2:
All students will meet basic mastery in the essential standards in instructional technology for each grade level as measured by teacher observation of integrated technology standards
Data Used to Form this Goal:
-teacher observations, feedback and report cards
Findings from the Analysis of this Data:
-We do not have any essential standards in instructional technology nor any assessments
How the School will Evaluate the Progress of this Goal:
-quarterly academic conferences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Hire and retain a .5 part time computer specialist 10 hours a week • Maintain infrastructure of computer lab • Problem solve and support programs and software • Inventory all programs, materials and software • Trouble shoot • Maintain schedule and computer lab systems • Evaluate and survey computer lab needs	8/24/2014 - 6/12/2017	• principal, staff, computer specialist, community	Computer Technician, .5 FTE		District Funded	15,800
					LCFF - Base	3,300

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:

SUBJECT: English Language Learners
LEA GOAL:
SCHOOL GOAL #3:
All ELL 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 requirements as measured by California Accountability System. All re-designated Fluent English Proficient students will score at proficient or above on both English/Language Arts and Mathematics portions of the SBAC within three years of re-designation.
Data Used to Form this Goal:
-SBAC -District Assessment -Teacher Assessment -CELDT -Adept
Findings from the Analysis of this Data:
Economically Disadvantaged 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 • feedback from ELAC parents: 1. satisfied with current pull out program 2. would like more feedback annual on student's progress (between report cards).
How the School will Evaluate the Progress of this Goal:
• Quarterly Academic Conferences by grade level by student • Celdt scores • SBAC results • Interim/Benchmark Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• 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	aug.-june 2017	Principal, Classroom Teachers , and EL specialist	Materials for EL specialist and ELD		LCFF - Supplemental	2,000
• 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 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	aug. -june 2017	Classroom Teachers, Reading Teacher, Principal. EL Specialist and Para Educator	Extra hourly certificated EL Specialist .40 FTE EL Specialist .20 FTE		LCFF - Supplemental District Funded Title III	500.00 30,000 15,000

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	aug. - june 2017	EL specialist, staff, principal, community members of EL students	Parent training materials and supplies		LCFF - Supplemental	100.00
			Child care for meetings and food		LCFF - Supplemental	500.00
Translation of newsletters Translation for Parent Conferences	aug. - june 2017	Paraeducators, staff	Translation		LCFF - Supplemental	500.00
-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	aug. - june 2017	EL Specialist, Staff, PRincipal	Re-classification Award certificates, medals, invitations, food		LCFF - Supplemental	500.00
ELL Specialist & Reading Specialist will coordinate August CELDT testing of selected ELL students	aug. - june 2017	Ell Specialist & Reading Specialist	District paid extra hourly for testing CELDT		District Funded	500.00
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	aug. - june 2017	Principal, EL Specialist, teacher	Para-educator extra hourly salary		LCFF - Supplemental	3,750.00

Planned Improvements in Student Performance

<u>School Goal #4</u>

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:

SUBJECT: CCSS English-Language Arts (reading)
LEA GOAL:
SCHOOL GOAL #4:
By the end of 3rd grade, all students will read at grade level equivalency as outlined in the California ELA CCSS in decoding and comprehension with complex text both fiction and non-fiction. All third through sixth grade students (including those in designated subgroups: White, Asian, Latino, ELL and Low SES) will meet annual requirements in the California Accountability System. Students will increase in learning goals through-out the year as measured by benchmark assessments.
Data Used to Form this Goal:
-SBAC interim and summative -Trimester District Reading Benchmarks -Curriculum Assessments -Teacher Supplemental Assessments
Findings from the Analysis of this Data:
Economically disadvantaged Latinos & Whites, and English Learners continue to show a pervasive achievement gap as compared to other groups (Economically Advantaged Latinos,White & Asian & ELLs) Special Education students and Low Income (SES) also continue to show an achievement gap. Economically Disadvantaged Latino, English Learners & Whites 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, vocabulary, and meta-cognition.
How the School will Evaluate the Progress of this Goal:
•   Quarterly Academic Conferences by grade level by student (create grade level goals) - Use Illuminate to Share data •   Benchmark Assessments •   SBAC Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Principal will allocate funds to support and supplement standards-based classroom program • Instructional staff will determine materials and supplies necessary to implement Language Arts Block • Staff will list needs based on academic conferences and assessments • 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. • Materials purchased delivered to classroom for use with students • Staff will evaluate sufficiency of materials and support -RSP materials	aug. - june 2017	Classroom teachers, support staff, principal.	Materials and supplies Materials and supplies		LCFF - Base LCFF - Supplemental	2,000 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire and maintain 3 reading Paraeducator II educators Staff will work with reading teacher 1st-3rd grade as a priority. Staff will work in small groups	aug. - june 2017	Principal, Reading specialists, staff	Salary for Paraeducator II & benefits		District Funded	25,230
academic conf. create interventions in reading to support below grade level students	aug. - june 2017	Paraeducator II	extra - hour Salary for Paraeducator II		LCFF - Base	1,365
			extra - hour Salary for Paraeducator II		LCFF - Supplemental	1,620
3rd grade Reading paraeducator, .1 FTE per 3rd grade class	aug. - june 2017		3rd Grade Reading Paraeducator		District Funded	9,000
K-2 RAz kids subscriprion e-books	aug. - june 2017		web-based subscription		Site Based Gifts and Donations	1,100
scholstic & Time subscription Tk-6th grade	aug. - june 2017	admin.			Site Based Gifts and Donations	2,000
academic conferences	aug. - june 2017	admin. secretary	salary for classroom subs		District Funded	3,000
			salary for classroom subs		LCFF - Supplemental	1,000
			salary for specialists subs		LCFF - Supplemental	1,000
homework club 4th-6h grade	sept.. - june 2017	admin.	salary & benefits para III		LCFF - Base	1,265
					LCFF - Supplemental	1,485
planning time for assessments 1 day per year	aug. - june 2017	admin. secretary	salary for sub release		LCFF - Base	1,365
benefits for paras and staff	8/24/2014 - 6/12/2017	admin.			LCFF - Supplemental	1034.50

Planned Improvements in Student Performance

<u>School Goal #5</u>

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:

SUBJECT: CCSS Math
LEA GOAL:
SCHOOL GOAL #5:
In grades two through five all students will meet proficiency standards as outlined in the Mathematics framework for the California Public School (adopted Nov. 2013). All third through sixth grade students (including subgroups: White, Latino, Asian, ELL , and Low SES), will meet annual requirements in the California Accountability System. Students will increase in learning goals through-out the year as measured by benchmark assessments.
Data Used to Form this Goal:
Teachers will use benchmark, curriculum embedded, CCSS, teacher-made assessments, end of year state assessments to monitor progress towards goals.
Findings from the Analysis of this Data:
with new CCSS framework for mathematics & enVision math adoption, 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.
How the School will Evaluate the Progress of this Goal:
Academic Conferences Monitoring system Iluminate Data System

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Conferences	aug. - june 2017		Academic conference release time (salary for subs)		District Funded	3,000
			salary for subs for classroom teachers		LCFF - Supplemental	1,000
			salary for subs for specialists		LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
math club for 2nd-5th grade (3 staff members) 6 months, 2x a week.	oct-march 2017	admin.- staff	salary for certificated		LCFF - Base	3115.00
					LCFF - Supplemental	3655.00
math club instructional materials	oct.- march 2016	admin. & staff	materials		None Specified	
					LCFF - Supplemental	1000.00
homework club for 4th-6th grade	sept. - may 2017	admin. & staff	salary & benefits for para III		LCFF - Base	1,265
					LCFF - Supplemental	1,485
planning time for assessment 1 day per teacher	aug. - june 2017	admin. & staff	salary for subs		LCFF - Base	1,365
benefits for para and staff					LCFF - Supplemental	1034.50

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	124,030	0.00
LCFF - Base	19,240	0.00
LCFF - Supplemental	27,664	0.00
Title III	15,000	0.00
Site Based Gifts and Donations	4,100	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	124,030.00
LCFF - Base	19,240.00
LCFF - Supplemental	27,664.00
Site Based Gifts and Donations	4,100.00
Title III	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	165,580.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	3,000.00
	District Funded	121,030.00
	LCFF - Base	6,760.00
	LCFF - Base	12,480.00
	LCFF - Supplemental	13,694.00
	LCFF - Supplemental	13,970.00
	Site Based Gifts and Donations	1,000.00
	Site Based Gifts and Donations	3,100.00
	Title III	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,200.00
Goal 2	19,100.00
Goal 3	53,350.00
Goal 4	53,464.50
Goal 5	17,919.50

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				
Robert Creely		X			
Elisa Levy				X	
Steve Inouye				X	
Teri Murphy		X			
Sarah Foley		X			
Sandra Cantu			X		
Atoosa Yazdani				X	
Nicole Tafolla				X	
Patricia Iandolino				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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)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
	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):	
	Climate Committee, School Liaison/Leadership Team, and Staff	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 May 16th, 2016 .

Attested:

Mary Ponce
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Sarah Foley
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Budget By Expenditures

Fred T. Korematsu Elementary School

Funding Source: District Funded   **$124,030.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor, .50 FTE		$37,500.00	School Climate	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 meetings3. When appropriate/available use 1:1 & 1:5 pull out counseling services
Computer Technician, .5 FTE		$15,800.00	Technology	• Hire and retain a .5 part time computer specialist 10 hours a week • Maintain infrastructure of computer lab • Problem solve and support programs and software • Inventory all programs, materials and software • Trouble shoot • Maintain schedule and computer lab systems • Evaluate and survey computer lab needs
EL Specialist .40 FTE		$30,000.00	English Language Learners	• 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 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
District paid extra hourly for testing CELDT		$500.00	English Language Learners	ELL Specialist & Reading Specialist will coordinate August CELDT testing of selected ELL students
Salary for Paraeducator II & benefits		$25,230.00	CCSS English-Language Arts (reading)	Hire and maintain 3 reading Paraeducator II educatorsStaff will work with reading teacher 1st-3rd grade as a priority.Staff will work in small groups
3rd Grade Reading Paraeducator		$9,000.00	CCSS English-Language Arts (reading)	3rd grade Reading paraeducator, .1 FTE per 3rd grade class

Fred T. Korematsu Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
salary for classroom subs		$3,000.00	CCSS English-Language Arts (reading)	academic conferences
Academic conference release time (salary for subs)		$3,000.00	CCSS Math	Academic Conferences

District Funded Total Expenditures: $124,030.00

District Funded Allocation Balance: $0.00

Funding Source: LCFF - Base $19,240.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
salary for certificated		$3,115.00	CCSS Math	math club for 2nd-5th grade (3 staff members) 6 months, 2x a week.
salary & benefits for para III		$1,265.00	CCSS Math	homework club for 4th-6th grade
salary for subs		$1,365.00	CCSS Math	planning time for assessment 1 day per teacher
sensory materials		$500.00	School Climate	sensory materials to support regulating behavior in classroom
salary & benefits para III		$1,265.00	CCSS English-Language Arts (reading)	homework club 4th-6h grade
salary for sub release		$1,365.00	CCSS English-Language Arts (reading)	planning time for assessments 1 day per year
extra - hour Salary for Paraeducator II		$1,365.00	CCSS English-Language Arts (reading)	academic conf. create interventions in reading to support below grade level students

Materials and supplies	$2,000.00	CCSS English-Language Arts (reading)	• Principal will allocate funds to support and supplement standards-based classroom program • Instructional staff will determine materials and supplies necessary to implement Language Arts Block • Staff will list needs based on academic conferences and assessments • 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. • Materials purchased delivered to classroom for use with students • Staff will evaluate sufficiency of materials and support -RSP materials
	$3,300.00	Technology	• Hire and retain a .5 part time computer specialist 10 hours a week • Maintain infrastructure of computer lab • Problem solve and support programs and software • Inventory all programs, materials and software • Trouble shoot • Maintain schedule and computer lab systems • Evaluate and survey computer lab needs
substitute salary for staff and student/family events	$700.00	School Climate	• 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 through outreach • Monitor attendance and participation in schoolwide 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 -October: National Mix It Up Day -January: Explorit & Explorit Familia Night -February: Fred T Korematsu Day, Oral Language Fair , Auction -March: Read Across America, Dr. Seuss Day -April: Science Fair, Open House -May: Leadership Field trips, Variety Show, Asian Pacific Fair
	$2,000.00	School Climate	1. Hire TAG tutor 2. TAG tutor addresses ways to increase student connectedness

Fred T. Korematsu Elementary School

		$1,000.00	School Climate	planning time to create behavior plans for general ed. students

LCFF - Base Total Expenditures: $19,240.00

LCFF - Base Allocation Balance: $0.00

Funding Source: LCFF - Supplemental $27,664.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$500.00	School Climate	planning time to create behavior plans for general ed. students
sensory materials		$500.00	School Climate	sensory materials to support regulating behavior in classroom
Tutor salary		$2,500.00	School Climate	1. Hire TAG tutor 2. TAG tutor addresses ways to increase student connectedness
Materials for EL specialist and ELD		$2,000.00	English Language Learners	• 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

Fred T. Korematsu Elementary School

Extra hourly certificated	$500.00	English Language Learners	• 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 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
Parent training materials and supplies	$100.00	English Language Learners	• ELAC meetings minimum 4 times in a school year • Parent workshops based on community needs
Child care for meetings and food	$500.00	English Language Learners	• ELAC meetings minimum 4 times in a school year • Parent workshops based on community needs
Translation	$500.00	English Language Learners	Translation of newsletters Translation for Parent Conferences
Re-classification Award certificates, medals, invitations, food	$500.00	English Language Learners	-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
Materials and supplies	$1,000.00	CCSS English-Language Arts (reading)	• Principal will allocate funds to support and supplement standards-based classroom program • Instructional staff will determine materials and supplies necessary to implement Language Arts Block • Staff will list needs based on academic conferences and assessments • 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. • Materials purchased delivered to classroom for use with students • Staff will evaluate sufficiency of materials and support -RSP materials
extra - hour Salary for Paraeducator II	$1,620.00	CCSS English-Language Arts (reading)	academic conf. create interventions in reading to support below grade level students

Para-educator extra hourly salary	$3,750.00	English Language Learners	1. Recruit Paraeducator to support one group of ELL students in classroom2. Train Paraeducator I in ELD/Academic Language strategies3. Push-In services to support EL students in writing when possible
	$1,034.50	CCSS English-Language Arts (reading)	benefits for paras and staff
	$1,485.00	CCSS English-Language Arts (reading)	homework club 4th-6h grade
salary for classroom subs	$1,000.00	CCSS English-Language Arts (reading)	academic conferences
salary for specialists subs	$1,000.00	CCSS English-Language Arts (reading)	academic conferences
	$1,034.50	CCSS Math	benefits for para and staff
	$1,485.00	CCSS Math	homework club for 4th-6th grade
	$3,655.00	CCSS Math	math club for 2nd-5th grade (3 staff members) 6 months, 2x a week.
	$1,000.00	CCSS Math	math club instructional materials
salary for subs for classroom teachers	$1,000.00	CCSS Math	Academic Conferences
salary for subs for specialists	$1,000.00	CCSS Math	Academic Conferences

LCFF - Supplemental Total Expenditures: $27,664.00

LCFF - Supplemental Allocation Balance: $0.00

Fred T. Korematsu Elementary School

Funding Source: Site Based Gifts and Donations   **$4,100.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
web-based subscription		$1,100.00	CCSS English-Language Arts (reading)	K-2 RAz kids subscriprion e-books
		$2,000.00	CCSS English-Language Arts (reading)	scholstic & Time subscription Tk-6th grade
materials, read-alouds, professional books, journals, etc		$1,000.00	School Climate	Social Justice Materials for classroom instruction and professional development

Site Based Gifts and Donations Total Expenditures:		$4,100.00		
Site Based Gifts and Donations Allocation Balance:		$0.00		

Funding Source: Title III   **$15,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Specialist .20 FTE		$15,000.00	English Language Learners	• 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 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

Title III Total Expenditures:		$15,000.00		
Title III Allocation Balance:		$0.00		

Fred T. Korematsu Elementary School

Fred T. Korematsu Elementary School Total Expenditures: $190,034.00