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 8, 2017

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:
- Social Emotional Learning is a focus for the staff, they are creating an action plan and vision. They have concerns about the support for general ed. students that have severe behavior that impacts their learning and the learning of others
- Staff is concerned about the increasing impact of Special Education, the case loads, the intensity of needs of some of the students, and how slow it is sometimes to get students supports and the level of supports.
- SBAC difficult, questions are still difficult for about 15% of the population (Latinos, SED and Special Education) Questions are har to understanding, decipher and extract information.
- Students had hard time focusing on several tasks simultaneously, especially Performance Tasks
- 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 school-wide alignment of
- 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. And also would like Math Coaches to provide some interventions
- Still concerns about Report Card, which will be communicated to representatives at district: some Math areas not aligned with Math Framework and learning goals not aligned with Social Emotional Competencies
- 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
- Teachers concerned with continued reduction of paras and for the 17-18 school year, when there will no longer be enough reading paras to do guided reading for all primary classes
- Teachers want to ensure we do a few things well
- Teachers will be focusing on SEL and ELA new adoption next year

Student Feedback:
- Based on YouthTruth the following were themes that scored less favorable than other areas: 1. Rigor: 'make you really think", learn a lot 2. Instructional Methods 3. Relevance to everyday life
- Based on Youth Truth narrative feedaback top five areas: 1. lunch 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, and improve communication from some specific classrooms

<div align="center"><u>Classroom Observations</u></div>

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 February
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 are in their 2nd year of 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
- Staff this year 16-17 used Math Framework and began to work on Number Talks
- Staff received a collaboration grant in Social Emotional Learning and 17/25 staff members trained in Responsive Classrooms, Mindfulness
- Staff worked on creating SEL action plan for next three years, took a needs assessment and mapped out next three years
- Staff will adopt new ELA Benchmark program next year and have initial training for 17-18

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 benchmarks
   - 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 (adopted 17-18)

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
- reading paras for early intervention

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
Student 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
Tag Tutor
Counselor
Reading Paras for early reading intervention

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 Healthy KId 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 nee
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 Level 3. However, based on SBAC, ELLs doing well, in the green section for ELA maintaining and HIGH orange/yellow in Math.

Goal: English Language Arts (ELA) All students reading 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 and continued reduction in LCFF. Students of poverty, Latinos and Special Education continue to be in the gap on the SBAC in reading in CCSS.

Goal: Climate/Social Emotional Learning
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. Will lose another counselor (moving out of state) again, hard to have a consistent program. Staff working on creating a Social Emotional Plan. Special Education program has had an impact on general education. We have increased both in Inclusions and RSP students, hard for the special education teachers to manage case load and para educators. Also, many of the new cases in special education have behavior problems, and it is hard for special education to meet these needs.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	68	71	67	65	67	65	98.5	91.5
Grade 4	78	79	74	75	74	75	94.9	94.9
Grade 5	92	81	90	76	89	76	97.8	93.8
Grade 6	91	88	90	87	89	87	98.9	98.9
All Grades	329	319	321	303	319	303	97.6	95

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2452.9	2455.6	42	35	18	32	19	14	21	18
Grade 4	2507.6	2497.2	45	43	26	20	11	12	19	25
Grade 5	2554.0	2561.7	41	43	31	36	14	13	12	8
Grade 6	2568.9	2585.8	32	36	39	44	16	11	12	9
All Grades	N/A	N/A	40	39	29	33	15	13	16	15

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	40	45	33	34	27	22
Grade 4	36	41	50	29	14	29
Grade 5	39	46	44	46	17	8
Grade 6	34	36	42	51	25	14
All Grades	37	42	42	41	20	18

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	36	29	43	51	21	20
Grade 4	36	35	50	47	14	19
Grade 5	51	43	35	45	15	12
Grade 6	47	47	31	38	21	15
All Grades	43	39	39	45	18	16

Listening Demonstrating effective communication skills						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	39	32	45	58	16	9
Grade 4	30	24	61	65	9	11
Grade 5	35	32	53	67	12	1
Grade 6	30	33	60	64	10	2
All Grades	33	30	55	64	12	6

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	33	40	51	42	16	18
Grade 4	28	33	36	49	15	17
Grade 5	46	54	49	41	4	5
Grade 6	44	53	48	41	8	6
All Grades	39	46	46	43	10	11

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 Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	68	71	67	67	67	67	98.5	93
Grade 4	78	79	76	76	74	76	97.4	96.2
Grade 5	92	81	90	76	90	76	97.8	93.8
Grade 6	91	88	89	87	89	86	97.8	98.9
All Grades	329	319	322	306	320	305	97.9	95.6

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

Overall Achievement for All Students									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2451.9	2455.3	30	31	34	33	13	19	22	16
Grade 4	2533.3	2520.9	47	39	21	32	20	17	9	12
Grade 5	2547.3	2576.4	42	49	19	29	22	14	17	8
Grade 6	2572.6	2570.2	37	33	26	27	24	24	13	16
All Grades	N/A	N/A	39	38	25	30	20	19	15	13

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	43	45	31	33	25	22
Grade 4	61	50	24	30	15	20
Grade 5	47	62	31	24	22	14
Grade 6	37	35	37	40	26	26
All Grades	47	48	31	32	22	21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	43	39	37	42	19	19
Grade 4	51	45	36	42	12	13
Grade 5	34	51	46	39	20	9
Grade 6	40	28	43	55	17	17
All Grades	42	40	41	45	17	15

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	40	34	43	48	16	18
Grade 4	50	49	31	38	19	13
Grade 5	37	47	47	41	17	12
Grade 6	45	36	39	51	16	13
All Grades	43	42	40	45	17	14

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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1	38	25		23	50		38	25							
2		17		44	33		33	33			8		22	8	
3	10	8		40	42		40	25		10				25	
4	***	29			29		***	43							
5	50	60		38	40					13					
6	13	57		63	29		13			13				14	
Total	25	27		37	37		27	24		6	2		4	10	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	33	14		22	23		22	32		17	14		6	18	
1	31	33		19	44		31	22					19		
2		15		40	31		30	31		10	8		20	15	
3	25	17		33	28		33	22		8				33	
4	36	33		36	13		18	33		9				20	
5	40	60		40	40		10			10					
6	13	57		63	29		13			13				14	
Total	27	26		33	27		24	25		9	4		7	18	

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	51
Percent with Prior Year Data	95.2%	96.1%	100.0%
Number in Cohort	60	49	51
Number Met	48	36	35
Percent Met	80.0%	73.5%	68.6%
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**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	59	9
Number Met	30	--	23	8	24	--
Percent Met	44.8%	--	43.4%	72.7%	40.7%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**--**	**Yes**	**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	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

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	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

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	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

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:

SUBJECT: School Climate (Social Emotional Learning)
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 three buckets: instructional challenge/rigor & instructional methods and Relevance. Students commented that: 1. they are not challenged enough 2. teachers do not explain in a way they understand 3. teachers do not connect work to real world. In the open comments, the following were themes: 1. students do not like lunch meals 2. 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/Counselor 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 - 6/8/18	Principal; school secretary; PTO editor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• 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	8/24/2015 - 6/9/18	Principal, Staff, Korematsu PTO and Site Council and Climate Committe	substitute salary for staff and student/family events			

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 - 6/9/18	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 - 6/9/18	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 and social emotional themes	8/24/2014 - 6/12/2018	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, Responsive classrooms, circles, Mindfulness and Zones 3. When appropriate/available use 1:1 & 1:5 pull out counseling services	8/24/2014 - 6/8/18	principal, staff and parents and SSC	Counselor, .50 FTE Counselor .10FTE		District Funded LCFF - Base	37,500 6,000

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 - 6/8/2018	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 3. Have Climate Committee review SEL action plan and begin to implement Section 6, reaching out to parents.	8/24/2014 - 6/12/2018	"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 - 6/12/2018	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 - 6/8/17	Principal, staff, classroom teacher & TAG tutor	Tutor salary		LCFF - Supplemental	5000
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/social justice assemblies	every year	admin. & staff				
Create a SEL (Social Emotional Learning) committe -along with Leadership and Climate Teams. Work , update, edit, monitor SEL Action Plan for the Next Three Years Focus on the following four areas in year 1 of the SEL action plan: 1. Identify and learn about the 5 SEL competencies 2. Identify by grade level, current resources, lesson plans in SEL 3. Focus on Responsive Classrooms as the 'base' program to address SEL in the classroom-ensure all staff trained by end of 2018 4. Begin to inform parents of the SEL action plan	5/15/17-June 2020	admin, staff, community, and students				

Planned Improvements in Student Performance

<u>**School Goal #2**</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: 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 - 6/12/2018	• principal, staff, computer specialist, community	Instructional Technology Specialist, .5 FTE		District Funded	25,500

Planned Improvements in Student Performance

<u>**School Goal #3**</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: 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/NEW assessment. 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-ELPAC
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 (SED).   Feedback from ELAC parents: 1. satisfied with current pull out program 2. would like more feedback annually on student's progress (between report cards).   Latino ELLs need support in Writing in Intermediate Grades   Teachers will be implementing a new ELA program in 17-18   Inordinate large number of ELLs 26 our of 77 in Kindergarten that will need support in basic ELD and Foundational Skills for First Grade   10 ELLs reclassified this school year, more than 10% of total of ELLS   ELLs score in the high/maintained area on the 5x5 dashboard , small or insignificant gap as compared to White/Asian counterparts
How the School will Evaluate the Progress of this Goal:
• Quarterly Academic Conferences by grade level by student   • Celdt scores (ELPAC)   • 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 2018	Principal, Classroom Teachers , and EL specialist	Materials for EL specialist and ELD		LCFF - Supplemental	514
• 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 2018	Classroom Teachers, Reading Teacher, Principal. EL Specialist and Para Educator	EL Specialist .40 FTE EL Specialist .20 FTE		District Funded Title III	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 3 times in a school year • Parent workshops based on community needs	aug. - june 2018	EL specialist, staff, principal, community members of EL students	Parent training materials and supplies		LCFF - Supplemental	100
			Child care for meetings and food		LCFF - Supplemental	500
Translation of newsletters Translation for Parent Conferences	aug. - june 2018	Paraeducators, staff	Translation		LCFF - Supplemental	500
-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 2018	EL Specialist, Staff, PRincipal	Re-classification Award certificates		LCFF - Supplemental	100
ELL Specialist coordinator FAll assessment for new students	aug. - june 2018	Ell Specialist	District paid extra hourly for testing CELDT		District Funded	2,000
1. Recruit and Hire Paraeducator II to support groups pushin or pull out 2. Train Paraeducator I in ELD/Academic Language strategies 3. Push-In services to support EL students in writing when possible	Aug 2016. - June 2017	Principal, EL Specialist, teacher	Para-educator salary		LCFF - Supplemental	8500

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:

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 in reading.
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:
1. SBAC 5x5 analysis shows that Latinos and SED (socio economically disadvantaged) continue to have a gap as compared to White/Asian. SED students made a 20 point gain to the left on dashboard and2. Latinos made a 7-15 pt. gain to the left. But, both groups continue to be in the yellow, right below the 'cut off' line on the 5X5 dashboard. The Claims show that the weakest area for our SED group is reading.   2. District Benchmark Literacy Assessments analysis show that a large English Learner population is moving from Kindergarten to First grade (most of these students are new to our country). There are about 26 students, several will be returning to their native home country. We will have about 21 students stay that will need early literacy support in first grade. This is a third of our cohort.   3. Per Report Card Benchmark assessments we have a large group of first graders moving to second (one group of 5 students that are all Rigby level 10 and second group of first graders at level 13-15) that will need continued Reading support, all other grades have less than 3 students below grade level moving forward.
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
reading materials and supplies	aug. - june 2018	Classroom teachers, support staff, principal.	Materials and supplies		LCFF - Base	434
Reruit and hire 2 paras II at 10 hours each for reading	aug. - june 2018	Principal, Reading specialists, staff	Salary for Paraeducator II & benefits		LCFF - Base	9750
					LCFF - Supplemental	9750
sub day for teacher assessment	august-june2018	admin & staff			LCFF - Supplemental	2700
Academic Conferences	aug. - june 2018				District Funded	6000
3rd grade Reading paraeducator, .1 FTE per 3rd grade class	aug. - june 2018		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
Scholastic & Time subscription First and Second grade	aug. - june 2017	admin.			Site Based Gifts and Donations	750

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	110,000	0.00
LCFF - Base	16,184	0.00
LCFF - Supplemental	27,664	0.00
Title III	15,000	0.00
Site Based Gifts and Donations	4,100	2,250.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	110,000.00
LCFF - Base	16,184.00
LCFF - Supplemental	27,664.00
Site Based Gifts and Donations	1,850.00
Title III	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,500.00
Goal 2	25,500.00
Goal 3	57,214.00
Goal 4	39,484.00

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				
Robert Creely		X			
Elisa Bartolo				X	
Lisa Tricoli		X			
Cristina Sandoval		X			
Sandra Cantu			X		
Atoosa Yazdani				X	
Nicole Tafolla				X	
Amy Hue				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, Leadership/Liaison committee, certificated 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 8th, 2017.

Attested:

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

Nicole Tafolla
_____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Budget By Expenditures

Fred T. Korematsu Elementary School

Funding Source: District Funded   **$110,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor, .50 FTE		$37,500.00	School Climate (Social Emotional Learning)	1. Continue classroom push-in counselor 2. Use agreed upon curriculum as a foundational base and resource for students and staff training on empathy and character building, i.e., Kelso's Choices, community and class meetings, Responsive classrooms, circles, Mindfulness and Zones3. When appropriate/available use 1:1 & 1:5 pull out counseling services
Instructional Technology Specialist, .5 FTE		$25,500.00	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		$2,000.00	English Language Learners	ELL Specialist coordinator FAll assessment for new students
		$6,000.00	CCSS English-Language Arts (reading)	Academic Conferences
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

District Funded Total Expenditures:	$110,000.00
District Funded Allocation Balance:	$0.00

Funding Source: LCFF - Base $16,184.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials and supplies		$434.00	CCSS English-Language Arts (reading)	reading materials and supplies
Salary for Paraeducator II & benefits		$9,750.00	CCSS English-Language Arts (reading)	Reruit and hire 2 paras II at 10 hours each for reading
Counselor .10FTE		$6,000.00	School Climate (Social Emotional Learning)	1. Continue classroom push-in counselor 2. Use agreed upon curriculum as a foundational base and resource for students and staff training on empathy and character building, i.e., Kelso's Choices, community and class meetings, Responsive classrooms, circles, Mindfulness and Zones3. When appropriate/available use 1:1 & 1:5 pull out counseling services

LCFF - Base Total Expenditures:	$16,184.00
LCFF - Base Allocation Balance:	$0.00

Funding Source: LCFF - Supplemental $27,664.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Tutor salary		$5,000.00	School Climate (Social Emotional Learning)	1. Hire TAG tutor 2. TAG tutor addresses ways to increase student connectedness

Fred T. Korematsu Elementary School

Proposed Expenditure	Amount	Goal	Action
Materials for EL specialist and ELD	$514.00	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
Parent training materials and supplies	$100.00	English Language Learners	• ELAC meetings minimum 3 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 3 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	$100.00	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
	$9,750.00	CCSS English-Language Arts (reading)	Reruit and hire 2 paras II at 10 hours each for reading
	$2,700.00	CCSS English-Language Arts (reading)	sub day for teacher assessment
Para-educator salary	$8,500.00	English Language Learners	1. Recruit and Hire Paraeducator II to support groups pushin or pull out 2. Train Paraeducator I in ELD/Academic Language strategies3. Push-In services to support EL students in writing when possible

LCFF - Supplemental Total Expenditures: $27,664.00

LCFF - Supplemental Allocation Balance: $0.00

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
	$750.00	CCSS English-Language Arts (reading)	Scholastic & Time subscription First and Second grade

Site Based Gifts and Donations Total Expenditures:	$1,850.00
Site Based Gifts and Donations Allocation Balance:	$2,250.00

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 Total Expenditures:	$170,698.00