

# 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:** June 4, 2018

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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## 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.

## School Profile

Fred T Korematsu is a TK-6th Social Justice School, based in Davis, CA Opened in 2006 as a K/1 school expanded to a K-6 in 2008 then TK-6 three year ago.

We have approximately 500 students

Website: <https://koe-djusd-ca.schoolloop.com/>

We have approximately 67 staff employees: 20 classroom teachers, 9 specialists (reading, special ed., library, science, speech, psychologist, ell); computer technician; library tech.; two custodians; inclusion/sped paras; reading paras; math para; 2 music teacher-band/strings. And many auxiliary staff members e.g. nurse, admin assistants, OT, etc.

We are currently building a STEM room that will provide support in NGSS/Engineering standards/robotics/exploration

We have Band and STRings

KPTO (parent/teacher organization) support programs: ART, Choir, Chess, Running Club, Music, Theater, Intermediate PUSh in Programs; primary STEM; staff grants and materials; yard duty; playground coordinator, etc. website: <https://korematupto.org/>

## 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/Climate is a focus for the staff, they are created 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. Created a 3 year plan. Focusing on year one.

How will we use counselor effectively?

How we we give students more choice /voice?

Review Tier I, II, III

- 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.
- STAFF gave feedback on all of our systems e.g. HK, SSTs, counselor, recess, etc. We will be working on some of these systems to improve capacity and coherence

- Root Cause Analysis

Staff gave feedback on:

Math: need another math coach, alignment, differentiation. and backwards mapping for focused standards and concepts

ELA-hard implementing new Benchmark Program, need Tk-6 alignment; re-look at reading assessment, reading program Wonderings? Do we need: curriculum map, school-wide training vocabulary/glad strategies; is the staff using effective R/W/S/L standards/strategies across grade level; current school plan does not support curriculum planning or teacher capacity

ELL-look at program to ensure that longterm ELLs continue to be served, glad strategies; need EL para for longer period of time

Overall, there was a theme of building teacher capacity and updating and focusing on teacher training, strategies and planning time in the areas of: math differentiation, SEL, Glad strategies. In addition, alignment on curriculum, strategies, and best practices across all grade levels.

Need a framework we all can follow.

Student Feedback:

- Based on YouthTruth the following were themes that scored less favorable than other areas: 1. Relevance to everyday life 2. Rigor: 'make you really think", learn a lot 2. Instructional Methods

Students also voiced that they want to be challenged, especially in Mathematics. Lastly, they gave feedback again regarding lunch, lunch recess and behavior in classrooms.

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

### 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 February

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

Teachers continue to build mathematical programs, becoming better at understanding California math framework, still need to work on number talks, differentiation, and mathematical practices

Teachers having difficult time implementing Benchmark program, all did try 'read closely' but we were not on the same page nor aligned in an overall ELA program

Developing in implementing SEL plan, more implementation of: mindfulness, zones, responsive classroom techniques, becoming more aware of 5 SEL competencies.

### 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)
- Reading BEnchmark assessments

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

Fully Implemented

Quarterly Academic Conferences

Healthy Kids meetings

Grade Level Meetings

### Staffing and Professional Development

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

Fully Implemented

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

Fully Implemented

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

Fully Implemented

District & Site workshops

New District Professional Growth System

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 meetings

### Teaching and Learning

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

- partially implemented (math adoption now implemented, partially implemented new ELA Benchmark program, no NGSS or SS curriculum)
- need writing essential standards
- need instructional technology essential standards

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

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 and in math

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 need

assessment time for staff members

Professional Development for Staff to develop capacity

### 18. Fiscal support (EPC)

Fully Implemented

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

Goal: Condition of Learning (Teaching and Learning)

We do not support teacher capacity with resources, training nor planning time. That is the main barrier, planning time to align programs.

We need to re-look at our systems and focus on our 'why' and 'purpose'

Goal: Close Achievement Gap (support students furthest from opportunity)

English Language Learners

English Language Arts (ELA) All students reading at grade level by 3rd grade: using aligned reading assessments, close reading for 2nd-6th, building unified, aligned TK-6 reading program

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.

Alignment across grade level and vertically across school in ELA

Focus on Targeted students for intervention

Continued Achievement Gap, we continue to gaze the gap. Need to look at our systems

Need to build and support teacher capacity

Re-look Tier I, II, III

Math-continue to work on implementing framework and begin differentiation , access to those

Goal: Climate/Social Emotional Learning

Barrier: Will have a new counselor for 18-19 school year. Will need 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 have an SEL plan. Need time to implement 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	73		65	70		65	70		91.5	95.9	
Grade 4	79	57		75	53		75	53		94.9	93	
Grade 5	81	80		76	76		76	76		93.8	95	
Grade 6	88	76		87	74		87	74		98.9	97.4	
All Grades	319	286		303	273		303	273		95	95.5	

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2455.6	2460.0		35	47.14		32	20.00		14	15.71		18	17.14	
Grade 4	2497.2	2483.9		43	35.85		20	22.64		12	15.09		25	26.42	
Grade 5	2561.7	2534.7		43	40.79		36	28.95		13	10.53		8	19.74	
Grade 6	2585.8	2585.7		36	37.84		44	40.54		11	16.22		9	5.41	
All Grades	N/A	N/A	N/A	39	40.66		33	28.57		13	14.29		15	16.48	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	45	41.43		34	35.71		22	22.86		
Grade 4	41	35.85		29	49.06		29	15.09		
Grade 5	46	43.42		46	42.11		8	14.47		
Grade 6	36	39.19		51	51.35		14	9.46		
All Grades	42	40.29		41	44.32		18	15.38		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	28.57		51	52.86		20	18.57	
Grade 4	35	30.19		47	41.51		19	28.30	
Grade 5	43	43.42		45	40.79		12	15.79	
Grade 6	47	40.54		38	48.65		15	10.81	
All Grades	39	36.26		45	46.15		16	17.58	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	28.57		58	58.57		9	12.86	
Grade 4	24	20.75		65	56.60		11	22.64	
Grade 5	32	27.63		67	60.53		1	11.84	
Grade 6	33	31.08		64	66.22		2	2.70	
All Grades	30	27.47		64	60.81		6	11.72	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	45.71		42	41.43		18	12.86	
Grade 4	33	41.51		49	39.62		17	18.87	
Grade 5	54	44.74		41	32.89		5	22.37	
Grade 6	53	56.76		41	36.49		6	6.76	
All Grades	46	47.62		43	37.36		11	15.02	

**Conclusions based on this data:**

1. ELLs not reclassified, dropped double digit points -16.4 in ELA ; ELLs 88.4 pts from green line level 3
2. SED groups is furthest from green line-Level 3 in ELA 47.9 pts;
3. SWD increased 8.5 pts in ELA; SWD 38 pts from level 3;

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	73		67	71		67	71		93	97.3	
Grade 4	79	57		76	54		76	54		96.2	94.7	
Grade 5	81	80		76	77		76	77		93.8	96.3	
Grade 6	88	76		87	75		86	75		98.9	98.7	
All Grades	319	286		306	277		305	277		95.6	96.9	

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2455.3	2476.5		31	38.03		33	35.21		19	18.31		16	8.45	
Grade 4	2520.9	2482.6		39	20.37		32	31.48		17	31.48		12	16.67	
Grade 5	2576.4	2548.0		49	41.56		29	25.97		14	16.88		8	15.58	
Grade 6	2570.2	2595.6		33	46.67		27	24.00		24	21.33		16	8.00	
All Grades	N/A	N/A	N/A	38	37.91		30	28.88		19	21.30		13	11.91	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	39.44		42	50.70		19	9.86	
Grade 4	45	24.07		42	51.85		13	24.07	
Grade 5	51	41.56		39	40.26		9	18.18	
Grade 6	28	48.00		55	41.33		17	10.67	
All Grades	40	39.35		45	45.49		15	15.16	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	42.25		48	52.11		18	5.63	
Grade 4	49	35.19		38	42.59		13	22.22	
Grade 5	47	41.56		41	36.36		12	22.08	
Grade 6	36	50.67		51	40.00		13	9.33	
All Grades	42	42.96		45	42.60		14	14.44	

**Conclusions based on this data:**

1. SED furthest from level 3 - 51.5 away from level 3
2. SWD 54 pts away from level 3
3. Latinos 26 pts away from level 3

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>1</b>	25	40		50	40		25	10						10	
<b>2</b>	17	14		33	86		33			8			8		
<b>3</b>	8			42	40		25	40					25	20	
<b>4</b>	29	11		29	33		43	11			11			33	
<b>5</b>	60	13		40	25			50			13				
<b>6</b>	57	***		29	***								14		
<b>Total</b>	27	17		37	43		24	22		2	4		10	13	

#### Conclusions based on this data:

1. NEw Elpac testing, waiting for results
2. still have Longterm ELLs, continue to need support

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>K</b>	14	8		23	14		32	22		14	17		18	39	
<b>1</b>	33	36		44	29		22	7						29	
<b>2</b>	15	14		31	86		31			8			15		
<b>3</b>	17			28	36		22	36			9		33	18	
<b>4</b>	33	11		13	33		33	11			11		20	33	
<b>5</b>	60	10		40	20			50			20				
<b>6</b>	57	***		29	***								14		
<b>Total</b>	26	13		27	28		25	21		4	11		18	26	

#### 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Climate/Engagement (Social Emotional Learning )</b>
<b>LEA GOAL:</b>
Create Inclusive/Belonging Environments for all Students, Staff and Parents
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. Youth Truth Surveys</li><li>2. Equity Audits</li><li>3. Healthy Kid Survey</li><li>3. Staff Reflection</li><li>4. Student Reflection (Student Council) -Surveys</li><li>5. Listening Circles from each classroom teacher</li><li>5. Discipline Data</li><li>6. District / Grade Level Achievement Benchmark Data</li><li>7. Attendance</li><li>8. Attendance to parent conferences</li></ol>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• 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</li><li>• Latino English Learners are disproportionately represented in Special Education</li><li>• Latino English Learners, Special Education &amp; Low Income student are disproportionately represented in remedial interventions and under represented in enrichment classes such as AIM.</li><li>• Youth truth survey results. less favorable responses where in three buckets: instructional challenge/rigor &amp; instructional methods and Relevance. Students commented that:<ol style="list-style-type: none"><li>1. they are not challenged enough</li><li>2. teachers do not explain in a way they understand</li><li>3. teachers do not connect work to real world.</li></ol>In the open comments, the following were themes: 1. students do not like lunch meals 2. students complained about lunch recess 3. students concerned about classroom behavior</li></ul>

**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
<ul style="list-style-type: none"> <li>• Collect critical information from students and families regarding Korematsu</li> <li>• Assemble and publish information on a regular basis</li> <li>• Publish regular articles focused on learning, discipline, citizenship and social justice</li> <li>• Distribute newsletters to learning community members</li> </ul>	8/24/2014 - 6/13/19	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
<ul style="list-style-type: none"> <li>Identify site-based events that involve and pull-in the diverse Korematsu community</li> <li>Calendar and publicize events to community with special attention and outreach to underrepresented segments of school community</li> <li>Facilitate participation in all events for all segments of the Korematsu School community through outreach</li> <li>Monitor attendance and participation in schoolwide events</li> </ul> <p>*Build a variety of diverse events</p> <ul style="list-style-type: none"> <li>Collect and share data about participation</li> <li>Conduct and analyze ongoing and end-of-year surveys regarding events held by PTO and/or School Staff</li> <li>Monthly School-wide Social Justice Character Assemblies/Celebrations</li> <li>August/September: Build Community / Inclusiveness</li> <li>September: Familia Night, Back To School Night . WElcome BAcK Picnic, Coyote Crawl Fun Run, Movie Night</li> <li>October: National Mix It Up Day -work on community and difference bridging</li> <li>January: FTK Day</li> <li>February: Fred T Korematsu Day, Oral Language Fair ,Mlssoula Theater</li> <li>March: Read Across America, Dr. Seuss Day . prepare for Open</li> </ul>	8/24/2015 - 6/13/19	Principal, Staff, Korematsu PTO and Site Council and Climate Committe	substitute salary for staff and student/family events		Site Based Gifts and Donations	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Equity Audits - Yearly collect demographic data of students and parents attending K-6 Korematsu - Collect equity audits on students based on race, ethnicity, special education, low income -Collect data on percentage of students most vulnerable and disproportionately represented in remedial interventions, special education & AIM	8/24/2015 - 6/9/19	Administration				
<ol style="list-style-type: none"> <li>1. Through the vehicle of student council, students will work with principal to solve problems and give advice for student activities and events</li> <li>2. Establish a school survey of events</li> <li>3. Student council take a survey of student needs and perceptions</li> <li>4. Have student council generate a list of needs/wants and present to staff</li> <li>5. Have student council give input and advice on school vision and mission statements</li> </ol>	8/24/2014 - 6/13/9	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 - 6/13/2018	administration, leadership team, staff, students, community				
1. Continue classroom push-in counselor 2. Use agreed upon curriculum as a foundational base and resource for students and staff training on empathy and character building, i.e., Kelso's Choices, community and class meetings, Responsive classrooms, circles, Mindfulness and Zones 3. When appropriate/available use 1:1 & 1:5 pull out counseling services	8/24/2014 - 6/8/19	principal, staff and parents and SSC			None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Leadership will participate in building professional learning groups and action research teams</p> <p>2. Leadership/Liaison will build capacity and groups of staff members to lead professional development at staff meetings.</p> <p>3. Staff and Leadership will work on themes based on school plan goals</p> <p>4. Map and Calendar out Monthly meetings</p>	8/24/2014 - 6/13/19	principal, leadership, staff				
<p>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.</p> <p>2. Climate Committee will at beginning of year create a plan to work on inclusion, fairness, equitable learning communities</p> <p>3. Have Climate Committee review SEL action plan and begin to implement Section 6, reaching out to parents.</p>	8/24/2014 - 6/13/19	"Climate Group," Staff, Principal				
<p>1. School Site Council will create, review and approve annually Parent Involvement Policy and School Compact.</p> <p>2. Parent Policy and School Compact will be electronically available and updated annually in the School Handbook</p> <p>3. At the beginning of the school year every family will receive a School Parent/Student Handbook Electronically</p>	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 - 6/13/19	Principal, staff, classroom teacher & TAG tutor	TAG tutor salary		LCFF - Supplemental	3000.00
					LCFF - Base	1737.00
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) plan -along with Leadership and Climate Teams. Work , update, edit, monitor SEL Action Plan for the Next Three Years  Focus on the following four areas in year 1 of the SEL action plan: 1. Identify and learn about the 5 SEL competencies 2. Identify by grade level, current resources, lesson plans in SEL 3. Focus on Responsive Classrooms as the 'base' program to address SEL in the classroom-ensure all staff trained by end of 2018 4. Begin to inform parents of the SEL action plan	5/15/17-June 2020	admin, staff, community, and students				
SEL Plan PD	June 2020	admin and staff	responsive classroom training		LCFF - Base	2800.00
SEL PAn sub release time for training	June 2020	admin and staff	responsive classroom		LCFF - Base	3000.00
SEL PAn materials, books, staff resources	june 2020	admin and staff			LCFF - Base	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Equity Training		admins and staff			Title I Part A: Allocation	2000.00
Counselor Support	JUne 2019		counselor materials		LCFF - Base	1000.00
			mental wellness center materials		LCFF - Base	3000.00
			counselor misc.		LCFF - Base	1000.00

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Conditions of Learning</b>
<b>LEA GOAL:</b>
Improve Teaching and Learning
<b>SCHOOL GOAL #2:</b>
All students will meet mastery in California Common Core Standards
<b>Data Used to Form this Goal:</b>
-teacher observations; staff surveys; student surveys; root cause analysis; SBAC; curriculum imbedded assessments
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
-quarterly academic conferences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development	8/24/2014 - 6/13/2019	• admin & staff	PD in differentiation - math		Title I Part A: Allocation	9000.00
			10 hours each teacher			
			release time for subs differentiation		Title I Part A: Allocation	3000.00
			GLAD training 4 teachers		LCFF - Supplemental	6000.00
			glad sub release time		LCFF - Supplemental	1500.00
Collaboration Time/Planning	6.13.2019	admin and staff	ELA planning time 4 hours each grade level teacher		Title I Part A: Allocation	3300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Subscriptions	6.13.2019	staff	raz kidz kinder -2nd		LCFF - Base	1500.00
			1-3 scholastic subscription		LCFF - Base	600.00
Kinder/TK Handwriting without tears	6.13.2019	staff	handwriting program		LCFF - Base	900.00
Printing	6/13/18	staff	supplemental curriculum printing		LCFF - Base	1000.00

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Achievement Gap</b>
<b>LEA GOAL:</b>
Close achievement gap, those furthest from opportunity
<b>SCHOOL GOAL #3:</b>
ELLs, SED and SWD move closer to level 3 and increase significantly in SBAC
<b>Data Used to Form this Goal:</b>
-SBAC -District Assessment -Teacher Assessment -Adept-ELPAC
<b>Findings from the Analysis of this Data:</b>
2017 SBAC Scores: ELL longterm (22) declined significantly; dropped double digits -16.4 ; 88.4 points from level 3 in ELA/ In math maintained SED dropped double digits 24.4 in ELA ; dropped 7.5 points in Math/ SED 47.9 points away from level 3; and 51.5 points away from level 3 in Math SWD increased in ELA 8.5 pts; SWD 38.0 points away from level 3 ; in math 54 points away from level 3
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Quarterly Academic Conferences by grade level by student</li><li>• Celdt scores (ELPAC)</li><li>• SBAC results</li><li>• Interim/Benchmark Assessments</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>EL specialist will review survey of materials needs to identify required materials</li> <li>EL specialist will review available materials and evaluate</li> <li>EL specialist will seek input from classroom teachers and district staff regarding selections of materials -</li> <li>Purchase supplemental materials for ELD small group instruction -</li> <li>Purchase Grammar Reference Book for Language Academy Participants -</li> <li>Purchase professional development materials for staff to support content reading comprehension and academic language/vocabulary</li> </ul>	aug.-june 2019	Principal, Classroom Teachers , and EL specialist	Materials for EL specialist and ELD		LCFF - Supplemental	500
<ul style="list-style-type: none"> <li>Principal and staff maintain EL specialist for the school year</li> <li>Principal and staff hire a classified para educator (if possible bilingual) staff for the school year (depends on district response and supplemental support)</li> <li>Staff, EL Specialist and Principal and classified para educator will formulate strategy to expand availability of certificated and classified staff for ELD instruction (i.e., common schedules, additional staff, etc.)</li> <li>Schedules will be adjusted and implemented as necessary to implement strategy</li> <li>Staff will document activities and contact resulting from strategy</li> <li>CELDT assessment will be scheduled as early as possible for school year, i.e. August</li> <li>Principal and staff will evaluate program effectiveness</li> </ul>	aug. -june 2019	Classroom Teachers, Reading Teacher, Principal. EL Specialist and Para Educator	EL Specialist .40 FTE EL Specialist .20 FTE		District Funded Title III	

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 2019	EL specialist, staff, principal, community members of EL students	daycare extra hourly		LCFF - Supplemental	300.00
			Child care for meetings and food		LCFF - Supplemental	600.00
Translation of newsletters Translation for Parent Conferences, etc.	aug. - june 2019	Paraeducators, staff	Translation		LCFF - Supplemental	1000.00
-Hold end-of-year ceremony for all ELLS that have met English Proficiency based on District Standards and have been Re-classified to Fluent English Learners	aug. - june 2019	EL Specialist, Staff, PRincipal	Re-classification Award certificates		LCFF - Supplemental	100
ELL Specialist coordinator FALL assessment for new students	aug. - june 2019	ELL Specialist	District paid extra hourly for testing EIPAC		District Funded	
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	ELD Para-educator salary 15 hours		LCFF - Supplemental	12318.00
			eld para extra hourly		LCFF - Supplemental	500.00
Reading support small reading groups core instruction 1st-3rd grade support students furthest from reading standards w/interventions	june 2019		para salary 25 hours		Title I Part A: Allocation	20,574.00
			extra hourly para		LCFF - Supplemental	2000.00
			instructional materials		Title I Part A: Allocation	1000.00
			reading para hours 25 hours		Site Based Gifts and Donations	20530.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Support for furthest from opportunity	June 2019		math para 20 hours		Site Based Gifts and Donations	8212.00
					Title I Part A: Allocation	8212.00
			certificated math tutors 3 staff members, 2 hours a week, for 18 weeks only		Title I Part A: Allocation	5800.00
			moby max subscription		Title I Part A: Allocation	1000.00
Achievement Monitoring System	June 2019	admin and staff	release time with subs for assessments		Site Based Gifts and Donations	2700.00
					Title I Part A: Allocation	3000.00
			HK/SSTS/504s/etc. mtgs.		Title I Part A: Allocation	1000.00
			Behavior Release Time		Title I Part A: Allocation	500.00
Bridge Program	June 2019	staff	salary for coordinator		LCFF - Supplemental	3500.00
			UC davis tutor benefits CA		LCFF - Supplemental	500.00

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Increase proficiency in English Language Arts &amp; Math</b>
<b>SCHOOL GOAL #1:</b>
Professional Learning Community Development & Academic Conferencing

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Conferences					District Funded	6000.00
			None Specified			

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Counselor</b>
<b>SCHOOL GOAL #2:</b>
Support SEL

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor			counselor 1.0		District Funded	40000

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Computer Technician</b>
<b>SCHOOL GOAL #3:</b>
support student technology standards and devices, chrome books, etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer Technician			salary computer tech		District Funded	25000.00

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Learners</b>
<b>SCHOOL GOAL #4:</b>
ELL specialist to support ELL students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD			specialist		District Funded	45,000.00
			elpac testing		District Funded	2000.00

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Small readin groups</b>
<b>SCHOOL GOAL #5:</b>
common core reading standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PARA FOR SMALL GROUP READING			PARA		District Funded	14781.00

## 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	132781.00	132,781.00
LCFF - Base	18537.00	0.00
LCFF - Supplemental	31,824.00	6.00
Title I Part A: Allocation	58,395.00	9.00
Site Based Gifts and Donations	31,442.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	18,537.00
LCFF - Supplemental	31,818.00
Site Based Gifts and Donations	31,442.00
Title I Part A: Allocation	58,386.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
	53,629.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	15,300.00
	LCFF - Base	3,237.00
	LCFF - Supplemental	14,000.00
	LCFF - Supplemental	17,818.00
	Site Based Gifts and Donations	31,442.00
	Title I Part A: Allocation	25,812.00
	Title I Part A: Allocation	32,574.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	19,537.00
<b>Goal 2</b>	26,800.00
<b>Goal 3</b>	93,846.00

## 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	
Robin Leach				X	
Lisa Tricoli		X			
Cristina Sandoval		X			
Sandra Cantu			X		
Debra Greenway				X	
Sam Shelton				X	
Amy Huey				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

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

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 June 4, 2018.

Attested:

Mary Ponce

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

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

\_\_\_\_\_  
Date

Amy Huey

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

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

\_\_\_\_\_  
Date

## Recommendations and Assurances

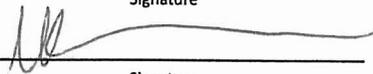
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

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

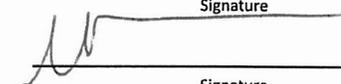
Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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 June 4, 2018.

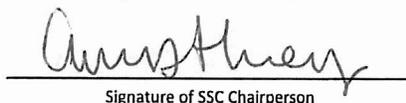
Attested:

Mary Ponce  
\_\_\_\_\_  
Typed Name of School Principal

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

June 4, 2018  
\_\_\_\_\_  
Date

Amy Huey  
\_\_\_\_\_  
Typed Name of SSC Chairperson

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

June 4, 2018  
\_\_\_\_\_  
Date

# Budget By Expenditures

## Fred T. Korematsu Elementary School

Funding Source: LCFF - Base

\$18,537.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,737.00	School Climate/Engagement (Social Emotional Learning )	1. Hire TAG tutor 2. TAG tutor addresses ways to increase student connectedness
responsive classroom training		\$2,800.00	School Climate/Engagement (Social Emotional Learning )	SEL Plan PD
responsive classroom		\$3,000.00	School Climate/Engagement (Social Emotional Learning )	SEL PPlan sub release time for training
		\$2,000.00	School Climate/Engagement (Social Emotional Learning )	SEL PPlan materials, books, staff resources
counselor materials		\$1,000.00	School Climate/Engagement (Social Emotional Learning )	Counselor Support
mental wellness center materials		\$3,000.00	School Climate/Engagement (Social Emotional Learning )	Counselor Support
counselor misc.		\$1,000.00	School Climate/Engagement (Social Emotional Learning )	Counselor Support
raz kidz kinder -2nd		\$1,500.00	Conditions of Learning	Subscriptions
1-3 scholastic subscription		\$600.00	Conditions of Learning	Subscriptions

## Fred T. Korematsu Elementary School

handwriting program	\$900.00	Conditions of Learning	Kinder/TK Handwriting without tears
supplemental curriculum printing	\$1,000.00	Conditions of Learning	Printing

LCFF - Base Total Expenditures: \$18,537.00

LCFF - Base Allocation Balance: \$0.00

### Funding Source: LCFF - Supplemental

**\$31,824.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials for EL specialist and ELD		\$500.00	Achievement Gap	<ul style="list-style-type: none"> <li>• EL specialist will review survey of materials needs to identify required materials</li> <li>• EL specialist will review available materials and evaluate</li> <li>• EL specialist will seek input from classroom teachers and district staff regarding selections of materials - Purchase supplemental materials for ELD small group instruction - Purchase Grammar Reference Book for Language Academy Participants - Purchase professional development materials for staff to support content reading comprehension and academic language/vocabulary</li> </ul>
daycare extra hourly		\$300.00	Achievement Gap	<ul style="list-style-type: none"> <li>• ELAC meetings minimum 3 times in a school year</li> <li>• Parent workshops based on community needs</li> </ul>
Child care for meetings and food		\$600.00	Achievement Gap	<ul style="list-style-type: none"> <li>• ELAC meetings minimum 3 times in a school year</li> <li>• Parent workshops based on community needs</li> </ul>
Translation		\$1,000.00	Achievement Gap	<ul style="list-style-type: none"> <li>Translation of newsletters</li> <li>Translation for Parent Conferences, etc.</li> </ul>
Re-classification Award certificates		\$100.00	Achievement Gap	<ul style="list-style-type: none"> <li>-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</li> </ul>
ELD Para-educator salary 15 hours		\$12,318.00	Achievement Gap	<ol style="list-style-type: none"> <li>1. Recruit and Hire Paraeducator II to support groups pushin or pull out</li> <li>2. Train Paraeducator I in ELD/Academic Language strategies</li> <li>3. Push-In services to support EL students in writing when possible</li> </ol>

## Fred T. Korematsu Elementary School

eld para extra hourly	\$500.00	Achievement Gap	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
GLAD training 4 teachers	\$6,000.00	Conditions of Learning	Professional Development
glad sub release time	\$1,500.00	Conditions of Learning	Professional Development
extra hourly para	\$2,000.00	Achievement Gap	Reading support small reading groups core instruction 1st-3rd grade support students furthest from reading standards w/interventions
salary for coordinator	\$3,500.00	Achievement Gap	Bridge Program
UC davis tutor benefits CA	\$500.00	Achievement Gap	Bridge Program
TAG tutor salary	\$3,000.00	School Climate/Engagement (Social Emotional Learning )	1. Hire TAG tutor 2. TAG tutor addresses ways to increase student connectedness
LCFF - Supplemental Total Expenditures:		\$31,818.00	
LCFF - Supplemental Allocation Balance:		\$6.00	

### Funding Source: Site Based Gifts and Donations

**\$31,442.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
release time with subs for assessments		\$2,700.00	Achievement Gap	Achievement Monitoring System
reading para hours 25 hours		\$20,530.00	Achievement Gap	Reading support small reading groups core instruction 1st-3rd grade support students furthest from reading standards w/interventions

# Fred T. Korematsu Elementary School

math para 20 hours \$8,212.00 Achievement Gap Math  
Support for furthest from opportunity

Site Based Gifts and Donations Total Expenditures: \$31,442.00

Site Based Gifts and Donations Allocation Balance: \$0.00

## Funding Source: Title I Part A: Allocation

**\$58,395.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$8,212.00	Achievement Gap	Math Support for furthest from opportunity
certificated math tutors 3 staff members, 2 hours a week, for 18 weeks only moby max subscription		\$5,800.00	Achievement Gap	Math Support for furthest from opportunity
		\$1,000.00	Achievement Gap	Math Support for furthest from opportunity
instructional materials		\$1,000.00	Achievement Gap	Reading support small reading groups core instruction 1st-3rd grade support students furthest from reading standards w/interventions
ELA planning time 4 hours each grade level teacher		\$3,300.00	Conditions of Learning	Collaboration Time/Planning
		\$3,000.00	Achievement Gap	Achievement Monitoring System
HK/SSTS/504s/etc. mtgs.		\$1,000.00	Achievement Gap	Achievement Monitoring System
Behavior Release Time		\$500.00	Achievement Gap	Achievement Monitoring System
para salary 25 hours		\$20,574.00	Achievement Gap	Reading support small reading groups core instruction 1st-3rd grade support students furthest from reading standards w/interventions

## Fred T. Korematsu Elementary School

PD in differentiation -math 10 hours each teacher	\$9,000.00	Conditions of Learning	Professional Development
release time for subs differentiation	\$3,000.00	Conditions of Learning	Professional Development
	\$2,000.00	School Climate/Engagement (Social Emotional Learning )	Continued Equity Training
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Title I Part A: Allocation Total Expenditures:	\$58,386.00		
Title I Part A: Allocation Allocation Balance:	\$9.00		
Fred T. Korematsu Elementary School Total Expenditures:	\$140,183.00		