

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Fred T. Korematsu Elementary School
Address	3100 Loyola Dr. Davis, CA 95616
County-District-School (CDS) Code	57726780111401
Principal	Heidi Perry
District Name	Davis Joint Unified School District
SPSA Revision Date	May 17, 2022
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our vision is to create an inclusive, socially just, equitable learning environment where students, staff and parents practice pro-social skills, in order to interact with an ever-changing interdependent world.

School Profile

Fred T Korematsu is a TK-6th Social Justice School, based in Davis, CA that opened in 2006 as a K/1 school, expanded to a K-6 in 2008, then became a TK-6 in 2013. Korematsu has approximately 500 students and approximately 67 employees: 19 classroom teachers, 10 specialists (reading, special education, library, science, speech, psychologist, ELD, counselor), computer technician, library technician, two custodians, inclusion/special education paraeducators, multiple reading paraeducators, a math paraeducator, and two music teachers (band/strings). We have many auxiliary staff members on site (nurse, administrative assistants, Occupational Therapist, etc.). Korematsu has the following educational programs: Music (Band/String), Reading Intervention, English Language Development, Gardening, Science (4th-6th), Special Education/Inclusion, and Library. We are also in year 2 of Positive Behavioral Interventions and Supports (PBIS), which is a program that supports student behaviors both in and out of the classroom.

The Korematsu Parent Teacher Organization (KPTO) supports both in-school and extracurricular programs offered at Korematsu: Art, Choir, Chess, Running Club, Music, Theater, primary STEM, staff grants and materials, etc. (website: <https://korematupto.org/>).

The SPSA focuses on funding through Title 1, LCFF Base, and LCFF Supplemental to support the programs we have in place to add/enhance student learning and outcomes. We have many programs at Korematsu that are funded by the district: PBIS (pays for training and support of the PBIS team), a reading Specialist and paraeducator support for our Reading Intervention program, an ELD Specialist to work with our English Learners, and a full-time counselor to support with Social Emotional Learning (SEL) in and out of the classroom.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback from the following stakeholders: School Site Council (SSC), English Language Acquisition Committee (ELAC), the Leadership Team, and Staff.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	90	75	90
Grade 1	69	71	59
Grade 2	71	69	73
Grade3	72	71	66
Grade 4	50	59	61
Grade 5	81	56	61
Grade 6	60	84	55
Total Enrollment	493	485	465

Conclusions based on this data:

1. We have been losing enrollment every year.
2. The drop in the 20-21 school year was due to the Covid Pandemic and parents choosing to enroll their students in alternative programs and/or private school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	67	69	40	13.6%	14.2%	8.6%
Fluent English Proficient (FEP)	41	52	67	8.3%	10.7%	14.4%
Reclassified Fluent English Proficient (RFEP)	10	14	21	12.0%	20.9%	30.4%

Conclusions based on this data:

1. Reclassification rates are staying steady.
2. We are averaging the around 70 students in ELD the last two years (18/19-19/20)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	52	71	66	52	67	0	52	67	0	100	94.4	0.0
Grade 4	78	57	60	76	55	0	76	55	0	97.4	96.5	0.0
Grade 5	59	83	59	56	79	0	56	79	0	94.9	95.2	0.0
Grade 6	84	58	57	78	54	0	78	54	0	92.9	93.1	0.0
All Grades	273	269	242	262	255	0	262	255	0	96	94.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2495.	2463.		57.69	41.79		30.77	22.39		5.77	22.39		5.77	13.43	
Grade 4	2502.	2513.		46.05	52.73		18.42	25.45		15.79	10.91		19.74	10.91	
Grade 5	2542.	2532.		41.07	31.65		25.00	39.24		16.07	11.39		17.86	17.72	
Grade 6	2565.	2564.		33.33	27.78		34.62	38.89		17.95	20.37		14.10	12.96	
All Grades	N/A	N/A	N/A	43.51	38.04		27.10	31.76		14.50	16.08		14.89	14.12	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57.69	43.28		36.54	37.31		5.77	19.40	
Grade 4	35.53	41.82		47.37	43.64		17.11	14.55	
Grade 5	48.21	39.24		35.71	46.84		16.07	13.92	
Grade 6	34.62	33.33		47.44	48.15		17.95	18.52	
All Grades	42.37	39.61		42.75	43.92		14.89	16.47	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	48.08	29.85		42.31	50.75		9.62	19.40	
Grade 4	35.53	32.73		50.00	56.36		14.47	10.91	
Grade 5	35.71	29.11		42.86	51.90		21.43	18.99	
Grade 6	38.46	40.74		47.44	48.15		14.10	11.11	
All Grades	38.93	32.55		46.18	51.76		14.89	15.69	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.23	44.78		50.00	47.76		5.77	7.46	
Grade 4	38.16	29.09		50.00	67.27		11.84	3.64	
Grade 5	23.21	26.58		64.29	54.43		12.50	18.99	
Grade 6	25.64	33.33		65.38	53.70		8.97	12.96	
All Grades	32.44	33.33		57.63	55.29		9.92	11.37	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.77	38.81		36.54	41.79		7.69	19.40	
Grade 4	35.53	32.73		46.05	58.18		18.42	9.09	
Grade 5	41.07	43.04		41.07	36.71		17.86	20.25	
Grade 6	43.59	35.19		44.87	48.15		11.54	16.67	
All Grades	43.13	38.04		42.75	45.10		14.12	16.86	

2019-20 Data:

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Conclusions based on this data:

1. Latest CAASPP scores are from the 18-19 school year. Due to the pandemic, we have not given the SBAC for two years (19/20-20/21)
2. 18-19 Scores: Overall, whole school 70% met standards or above
3. 18-19 Scores: Significant drop of percent above standard (5% decline)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	52	71	66	52	69	0	52	69	0	100	97.2	0.0
Grade 4	78	57	60	78	57	0	78	57	0	100	100	0.0
Grade 5	59	83	59	56	80	0	56	80	0	94.9	96.4	0.0
Grade 6	84	58	57	80	56	0	80	55	0	95.2	96.6	0.0
All Grades	273	269	242	266	262	0	266	261	0	97.4	97.4	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2496.	2457.		51.92	30.43		34.62	34.78		7.69	21.74		5.77	13.04	
Grade 4	2512.	2501.		33.33	24.56		39.74	43.86		15.38	21.05		11.54	10.53	
Grade 5	2526.	2529.		26.79	33.75		25.00	23.75		25.00	20.00		23.21	22.50	
Grade 6	2572.	2553.		35.00	29.09		28.75	29.09		22.50	21.82		13.75	20.00	
All Grades	N/A	N/A	N/A	36.09	29.89		32.33	32.18		18.05	21.07		13.53	16.86	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.31	42.03		25.00	39.13		7.69	18.84	
Grade 4	51.95	47.37		29.87	38.60		18.18	14.04	
Grade 5	42.86	46.25		25.00	26.25		32.14	27.50	
Grade 6	38.75	34.55		42.50	38.18		18.75	27.27	
All Grades	49.06	42.91		31.70	34.87		19.25	22.22	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59.62	44.93		34.62	39.13		5.77	15.94	
Grade 4	45.45	40.35		41.56	42.11		12.99	17.54	
Grade 5	26.79	33.75		51.79	43.75		21.43	22.50	
Grade 6	43.75	34.55		35.00	45.45		21.25	20.00	
All Grades	43.77	38.31		40.38	42.53		15.85	19.16	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.31	37.68		26.92	44.93		5.77	17.39	
Grade 4	45.45	29.82		42.86	49.12		11.69	21.05	
Grade 5	23.21	31.25		51.79	47.50		25.00	21.25	
Grade 6	43.75	30.91		41.25	45.45		15.00	23.64	
All Grades	44.53	32.57		41.13	46.74		14.34	20.69	

2019-20 Data:

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Conclusions based on this data:

1. Latest CAASPP scores are from the 18-19 school year. Due to the pandemic, we have not given the SBAC for two years (19/20-20/21)
2. Significant drop of students above standard from 17-18 to 18-19 (12% decline)
3. Significant increase in percent of students performing below grade standard (increased by 6%)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1493.1	*	1470.9	1497.9	*	1482.8	1482.1	*	1442.9	22	6	11
1	1513.5	1550.1	*	1506.4	1542.5	*	1520.2	1557.2	*	17	18	7
2	*	1507.9	*	*	1515.1	*	*	1499.9	*	*	14	*
3	*	*	*	*	*	*	*	*	*	*	*	9
4	*	*	*	*	*	*	*	*	*	*	6	8
5	*	*		*	*		*	*		*	8	
6	*	*	*	*	*	*	*	*	*	*	6	*
All Grades										69	60	40

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	77.27	*	36.36	*	*	36.36	*	*	18.18	*	*	9.09	22	*	11
1	70.59	72.22	*	*	16.67	*	*	5.56	*	*	5.56	*	17	18	*
2	*	21.43	*		57.14	*		7.14	*		14.29	*	*	14	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*			*		*	*	
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	72.46	45.00	30.00	15.94	30.00	35.00	*	13.33	20.00	*	11.67	15.00	69	60	40

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	81.82	*	36.36	*	*	36.36	*	*	18.18		*	9.09	22	*	11
1	88.24	77.78	*	*	16.67	*		5.56	*	*	0.00	*	17	18	*
2	*	57.14	*		14.29	*		14.29	*		14.29	*	*	14	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*	*	*	*		*	*	*	*	*
5	*	*		*	*			*			*		*	*	
6	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	84.06	60.00	42.50	*	20.00	40.00	*	11.67	10.00	*	8.33	7.50	69	60	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	59.09	*	45.45	*	*	0.00	*	*	36.36	*	*	18.18	22	*	11
1	*	55.56	*	*	33.33	*	*	0.00	*	*	11.11	*	17	18	*
2	*	21.43	*		21.43	*		42.86	*		14.29	*	*	14	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*			*		*	*	
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	52.17	26.67	22.50	21.74	26.67	17.50	20.29	31.67	32.50	*	15.00	27.50	69	60	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	86.36	*	36.36	*	*	54.55		*	9.09	22	*	11
1	94.12	83.33	*		16.67	*	*	0.00	*	17	18	*
2	*	50.00	*		35.71	*		14.29	*	*	14	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	82.61	53.33	35.00	*	33.33	55.00	*	13.33	10.00	69	60	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	68.18	*	27.27	*	*	72.73	*	*	0.00	22	*	11
1	76.47	38.89	*	*	61.11	*	*	0.00	*	17	18	*
2	*	50.00	*		35.71	*		14.29	*	*	14	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	79.71	58.33	50.00	15.94	31.67	45.00	*	10.00	5.00	69	60	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	68.18	*	18.18	*	*	63.64		*	18.18	22	*	11
1	70.59	66.67	*	*	22.22	*	*	11.11	*	17	18	*
2	*	14.29	*		64.29	*		21.43	*	*	14	*
3		*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.42	30.00	17.50	34.78	46.67	42.50	*	23.33	40.00	69	60	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	72.73	*	45.45	*	*	18.18	*	*	36.36	22	*	11
1	*	61.11	*	*	27.78	*	*	11.11	*	17	18	*
2	*	28.57	*		57.14	*		14.29	*	*	14	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	59.42	33.33	30.00	36.23	55.00	47.50	*	11.67	22.50	69	60	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Not enough data to base a conclusion on.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
465	23.7	8.6	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	8.6
Foster Youth	1	0.2
Homeless	3	0.6
Socioeconomically Disadvantaged	110	23.7
Students with Disabilities	51	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	5.6
American Indian or Alaska Native	1	0.2
Asian	89	19.1
Filipino	5	1.1
Hispanic	77	16.6
Two or More Races	34	7.3
Native Hawaiian or Pacific Islander	2	0.4
White	226	48.6

Conclusions based on this data:

1. ELL population declining

2. African American population is increasing
3. Students in Special Education has increased





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Green		

Conclusions based on this data:

1. Overall math/ela scores maintained at green
2. We need to work on suspension rates (this does not include the 20-21 school year with the pandemic)
3. We need to make chronic absenteeism a focus for the 21-22 school year (attendance was done differently in the 20-21 school year due to Covid)

School and Student Performance Data

Academic Performance English Language Arts

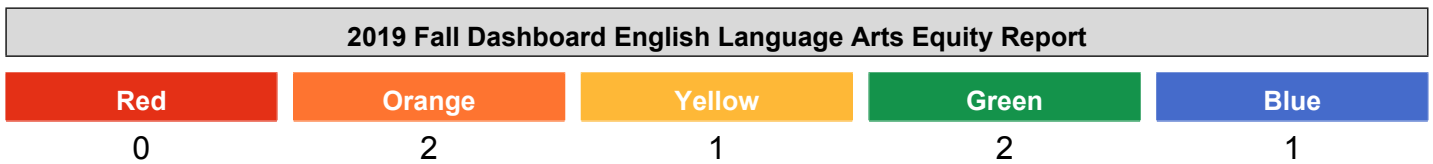
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>37.2 points above standard</p> <p>Maintained -1.9 points</p> <p>244</p>	<p>English Learners</p> <p>Green</p> <p>7.6 points above standard</p> <p>Increased Significantly +21.2 points</p> <p>39</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>42.9 points below standard</p> <p>Maintained -2.6 points</p> <p>58</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>52.3 points below standard</p> <p>Declined -8.2 points</p> <p>44</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 17.2 points below standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 72.9 points above standard Declined -5.8 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.8 points below standard Increased ++9.4 points 41	 No Performance Color 19.8 points above standard Declined Significantly -42.3 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 58.6 points above standard Increased ++8.1 points 122

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.9 points below standard Maintained -0.9 points 14	52.1 points above standard Increased Significantly ++28.9 points 25	39.3 points above standard Declined -6 points 194

Conclusions based on this data:

1. Data from 18-19: English Learners increased (currently green)
2. Data from 18-19: Hispanic grew, but are still below green line
3. Data from 18-19: Both socioeconomically disadvantaged (maintained) and Students with Disabilities (declined) are still in the orange

School and Student Performance Data

Academic Performance Mathematics

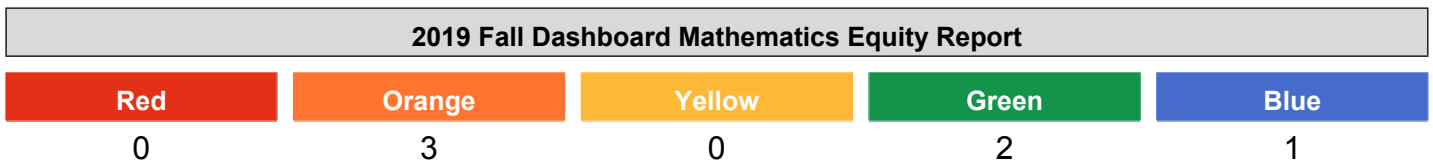
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 13.9 points above standard Declined -10.1 points 244	<p>English Learners</p> Green 5.2 points below standard Increased ++5.3 points 39	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 63.3 points below standard Declined -9.3 points 58	<p>Students with Disabilities</p> Orange 72 points below standard Declined Significantly -18.7 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 47 points below standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 64.9 points above standard Maintained -0.4 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50.1 points below standard Declined -5.6 points 41	 No Performance Color 0.1 points below standard Declined Significantly -51.8 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 30.8 points above standard Maintained -2.3 points 122

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.9 points below standard Declined -3.7 points 14	32.8 points above standard Increased ++5.6 points 25	13.8 points above standard Declined -11.3 points 194

Conclusions based on this data:

1. Data from 18-19: Continue to focus on disparities between ethnicity, income, and parent education outcomes
2. Data from 18-19: Students with Disabilities significantly declined
3. Data from 18-19: Hispanic (largest group) and African American (although small, still significant) are the two groups by race/ethnicity furthest below green line

School and Student Performance Data

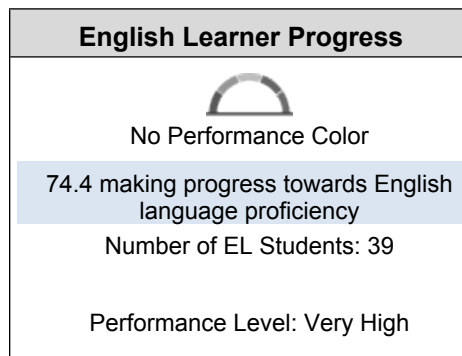
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2.5	23.0	33.3	41.0

Conclusions based on this data:

1. large number of students are well developed
2. low percentage in level 1
3. not enough data to compare from year to year

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 5.2 Maintained 0 535	 Yellow 4.9 Increased +1.4 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 8.3 12	 Orange 12.4 Maintained +0.1 137	 Yellow 11.3 Declined -1.7 80

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.4 Declined -5.6 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 1 Declined -3.6 97	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.5 Increased +5 76	 Orange 9.1 Increased +0.6 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 3.7 Maintained -0.2 267

Conclusions based on this data:

- 18-19 Data: African American, Socially Economically Disadvantaged and Special Education have double digit chronic absenteeism in orange
- 18-19 Data: Students with Disabilities declined in chronic absenteeism
- 18-19 Data: Hispanic and two or more races stayed in orange but both had small increases

School and Student Performance Data

Conditions & Climate Suspension Rate

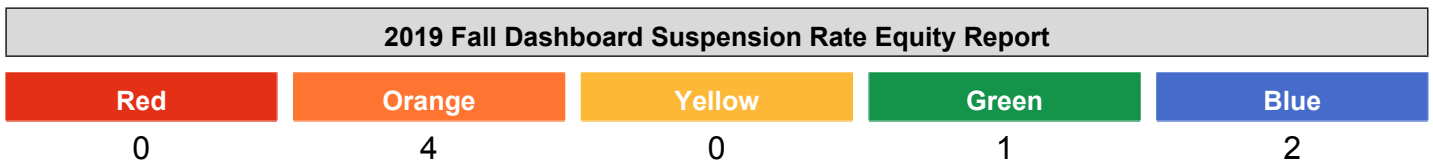
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>0.7</p> <p>Increased +0.7</p> <p>545</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>85</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.4</p> <p>Increased +1.4</p> <p>141</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.8</p> <p>Increased +3.8</p> <p>80</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 28	 No Performance Color Less than 11 Students - Data 4	 Blue <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 99	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #cccccc; padding: 5px; text-align: center;">1.3</div> Increased +1.3 79	 Orange <div style="background-color: #cccccc; padding: 5px; text-align: center;">1.8</div> Increased +1.8 55	 No Performance Color Less than 11 Students - Data 1	 Green <div style="background-color: #cccccc; padding: 5px; text-align: center;">0.4</div> Increased +0.4 271

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.7

Conclusions based on this data:

1. 18-19 Data: All students (yellow), Socioeconomically Disadvantaged (orange), and Students with Disabilities (orange) had slight increases
2. 18-19 Data: Maintained or increased in all groups
3. 18-19 Data: Four groups remain in orange: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and two or more races (however, all had slight increases)

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

All students will experience 21st Century teaching and learning

Goal Statement

All students will meet mastery in California Common Core Standards and will have access to cohesive, rigorous, and relevant academic/Social Emotional Learning 21st century programs

LCAP Goal

All students will experience 21st Century teaching and learning

Basis for this Goal

School Wide SBAC/CAASPP (18/19 scores)
i-Ready Data (Reading and Math)
Academic Conferences
DESSA Data
Informal Staff Feedback
Leadership/Liaison Narrative Feedback

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
18-19 SBAC/CAASPP, District & Site Assessments	18-19 SBAC Scores with Standard Not Met (1) and Standard Nearly Met (2). 18-19 California School Dashboard in ELA (green) and Math (green) overall.	Move students at least one band up with the goal of Standard Met (3) or Standard Exceeded (4) on the SBAC. Maintain or grow overall in both ELA and Math (green/blue) on the California School Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development focused on best practices in English Language Arts, math, science, and technology

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 June 2023

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development will be offered to improve teaching and learning prior to the start of the school year and continuing if needed through the year.

Strategy/Activity 2

Supplemental Instructional Programs via Technology

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-June 2023

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Students will have access to technological instructional programs to increase access to 21st Century learning (i.e. RazKidz, Read Live, etc.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Achievement Gap

Goal Statement

Close the opportunity gap between white/Asian students and Hispanic/African American/Low Socioeconomically Disadvantaged/English Learners/Students with Disabilities/Education levels (parents) students

LCAP Goal

DJUSD educators will close the achievement gap.

Basis for this Goal

School Wide SBAC/CAASPP (18/19 scores) results focused on particular groups of students (EL, SPED, Title 1, etc.)
i-Ready Data (Reading and Math)
Academic Conferences
Leadership/Liaison Narrative
EL reclassification rates
ELPAC Proficiency results
Healthy Kids (HK)/Student Study Team (SST)/Multi-Tiered Systems of Support (MTSS) Tracking System
Academic Conferences
Title 1 Criteria

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
18-19 SBAC/CAASPP	18-19 SBAC scores at levels 1 (Standards Not Met) and 2 (Standard Nearly Met). 18-19 California School Dashboard for ELA: orange (Students w/Disabilities & Socially Disadvantaged students); yellow (Hispanic students)/Math: orange (Students w/Disabilities, Socially Disadvantaged students & Hispanic students).	Move up at least one band level with a goal of 3 (Met) or 4 (Exceeded). Increase from orange/yellow for ELA and orange for Math on the California School Dashboard for Students w/Disabilities, Socially Disadvantaged students & Hispanic students to yellow/green.

Planned Strategies/Activities

Strategy/Activity 1

ELD Paraeducator III

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, EL Specialist and EL paraeducator

Proposed Expenditures for this Strategy/Activity

Amount	16,000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for the EL paraeducator (16 hours a week)

Strategy/Activity 2

English Learner Supplemental Materials

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022- June 2023

Person(s) Responsible

Principal, EL Specialist, and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for English Language Development (ELD)

Strategy/Activity 3

ELAC Meetings (minimum of 3 times in the school year)/Parent Workshops based on EL parent needs

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-June 2023

Person(s) Responsible

EL Specialist, Principal

Proposed Expenditures for this Strategy/Activity

Amount	700.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplies and food for meetings
Amount	300.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	child care (extra hourly)

Strategy/Activity 4

Translation for newsletters, parent conferences, ELAC meetings, etc.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, EL Specialist, Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation

Strategy/Activity 5

End-of-Year English Learner Reclassification Ceremony for students who have met English Proficiency and have been reclassified to Fluent English Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-June 2023

Person(s) Responsible

EL Specialist

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reclassification certificates

Strategy/Activity 6

Reading Paraeducator II Support for Reading Intervention Program

Students to be Served by this Strategy/Activity

All 1-6 grade students, Title 1 students working at below grade level

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Reading Specialist, classroom teachers, and MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	33,500.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducator II salary for a total of .925 FTE (spread out amongst 4 paraeducators)

Strategy/Activity 7

Math Paraeducator II

Students to be Served by this Strategy/Activity

1st-6th grade Title 1

Timeline

August 2022- June 2023

Person(s) Responsible

Administrator, MTSS Team, Teachers,

Proposed Expenditures for this Strategy/Activity

Amount	14,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for paraeducator II to support in math 15 hours per week (0.375 FTE)

Amount	3,748
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for paraeducator II to support math 3 hours per week

Strategy/Activity 8

Paraeducator Extra Hours Pay

Students to be Served by this Strategy/Activity

Title 1, English Learners, Socioeconomically Disadvantaged, Foster/Homeless Youth

Timeline

August 2023-June 2023

Person(s) Responsible

Administrator, MTSS Team, Reading Specialist, ELD Specialist

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra hourly pay for paraeducators to give extra support to students when needed.

Strategy/Activity 9

Supplemental Instructional Materials

Students to be Served by this Strategy/Activity

Title 1, English Learners, Socioeconomically Disadvantaged, Foster/Homeless Youth

Timeline

August 2022- June 2023

Person(s) Responsible

Administrator, Specialists, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,051.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials to support students needing intervention.

Strategy/Activity 10

Release Time for Assessment/MTSS/SSTs/504s

Students to be Served by this Strategy/Activity

Title 1 Students

Timeline

August 2022- June 2023

Person(s) Responsible

Administrator, MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute pay for release time (assessments/MTSS/SSTs/504s)

Strategy/Activity 11

Outdoor Field Trip (6th grade)

Students to be Served by this Strategy/Activity

6th grade students (Title 1, Socioeconomically Disadvantaged, Foster & Homeless Youth)

Timeline

August 2022- June 2023

Person(s) Responsible

Administrator, 6th grade teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Scholarships for students in need, teacher stipend, buses (lessens overall cost for students in need), etc.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe & Inclusive Environment

Goal Statement

All students and families will feel safe and feel they belong at Korematsu

LCAP Goal

Safe and Inclusive Environment

Basis for this Goal

Youth Truth 3-6 Survey
Healthy Kids Survey
Chronic Absenteeism Report
Suspension/Behavior Notes
Conflict Manager Reports
Informal Staff Feedback
Leadership/Liaison Narrative Feedback
Informal Parent Feedback

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Discipline/Behavior Data (19-20 school year)	Low percentage of student behavior referrals and suspensions. 100% of office referrals and suspensions were given to male students.	To lessen the amount of student office referrals for behaviors and suspensions by 5%. To lessen the discrepancy between male and female students by 20%.

Planned Strategies/Activities

Strategy/Activity 1

PBIS Paraeducator III extra duty pay

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022- June 2023

Person(s) Responsible

Principal, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	to support with behaviors, expectations for extra time if needed

Strategy/Activity 2

Social Emotional Learning (SEL) Supplemental Materials and Supplies

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021- June 2022

Person(s) Responsible

Administrator, Counselor, PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	2200.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support SEL in classrooms, equity and social justice work, and school-wide PBIS.

Strategy/Activity 3

Professional Development focused on PBIS, SEL, Equity, and Social Justice

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021- June 2022

Person(s) Responsible

Principal, PBIS Team, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF - Base

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Professional Development for staff on school-wide PBIS system, SEL, equity and social justice to better meet the emotional and safety needs of all students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

All students will meet mastery in California Common Core Standards and will have access to cohesive, rigorous, and relevant academic/Social Emotional Learning 21st century programs

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
18-19 SBAC/CAASPP, District & Site Assessments	<p>Move students at least one band up with the goal of Standard Met (3) or Standard Exceeded (4) on the SBAC.</p> <p>Maintain or grow overall in both ELA and Math (green/blue) on the California School Dashboard.</p>	We are not able to track SBAC/CAASPP assessment. Site assessments show growth for students by grade level.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Development focused on best practices in English Language Arts, math, science, and technology	Professional Development for K and 1st grade teacher.	Professional Development will be offered to improve teaching and learning 5000-5999: Services And Other Operating Expenditures LCFF - Base 455.00	Professional Development for K and 1st grade teacher 5000-5999: Services And Other Operating Expenditures LCFF - Base 455.00
Instructional Technology	We purchased various technology subscriptions for students.	Students will have access to technology programs to enhance their learning. 4000-4999: Books And Supplies LCFF - Base 4,646.00	We purchased various technology subscriptions for students 4000-4999: Books And Supplies LCFF - Base 4,646.00
Supplemental Instructional Materials & Supplies	Students had access to instructional technology.	Students will have access to technological instructional programs to increase access to 21st Century learning (i.e. RazKidz, Read Live, etc.) 4000-4999: Books And Supplies LCFF - Supplemental 7,318.00	Students had access to instructional technology. 4000-4999: Books And Supplies LCFF - Supplemental 6,785.50

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Students will have access to technological instructional programs to increase access to 21st Century learning (i.e. RazKidz, Read Live, etc.) 4000-4999: Books And Supplies LCFF - Base 7,585.00	Students received instructional technology. 4000-4999: Books And Supplies LCFF - Base 7,541.33

Analysis

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

Staff purchased technology subscriptions, and supplies to support common core mastery. Also, a kindergarten and a first grade teacher attended professional development to support their students.

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

We are showing growth with students in all areas.

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

There were not enough appropriate professional development opportunities at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Staff will reevaluate as the new year begins.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Close the opportunity gap between white/Asian students and Hispanic/African American/Low Socioeconomically Disadvantaged/English Learners/Students with Disabilities/Education levels (parents) students

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
18-19 SBAC/CAASPP	<p>Move up at least one band level with a goal of 3 (Met) or 4 (Exceeded).</p> <p>Increase from orange/yellow for ELA and orange for Math on the California School Dashboard for Students w/Disabilities, Socially Disadvantaged students & Hispanic students to yellow/green.</p>	We are unable to track the school dashboard via CAASPP. Site growth has been positive this year.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
ELD Paraeducator III	Salary for the EL paraeducator	Salary for the EL paraeducator (15 hours a week) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,547.00	Salary for the EL paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,547.00
English Learner Supplemental Materials	Materials for ELD	Materials for English Language Development (ELD) 4000-4999: Books And Supplies LCFF - Supplemental 1,800.00	Materials for ELD 4000-4999: Books And Supplies LCFF - Supplemental 1,669.75
ELAC Meetings (minimum of 3 times in the school year)/Parent Workshops based on EL parent needs	Supplies, child care, and food for meetings	<p>Supplies and food for meetings 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 700.00</p> <p>child care (extra hourly) 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 300.00</p>	<p>Supplies and food for meetings 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 700.00</p> <p>child care for meetings 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 200.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Translation for newsletters, parent conferences, ELAC meetings, etc.	Translation	Translation 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200.00	Translation 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200.00
End-of-Year English Learner Reclassification Ceremony for students who have met English Proficiency and have been reclassified to Fluent English Learners	Reclassification certificates	Reclassification certificates 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 100.00	Reclassification certificates 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 100.00
Reading Paraeducator II Support for Reading Intervention Program	Paraeducator II salary for .925 plus extra spring duty	Paraeducator II salary for a total of .925 FTE (spread out amongst 4 paraeducators) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 17,896.00	Paraeducator II salary for .925 plus extra spring duty 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 17,896.00
Math Paraeducator II	Salary for paraeducator II to support math 15 hours plus extra spring support	Salary for paraeducator II to support in math 15 hours per week (0.375 FTE) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 6,825.00	Salary for paraeducator II to support math 15 hours plus extra spring support 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 6,825.00
Paraeducator Extra Hours Pay	Extra hourly pay for extra support to students in need.	Extra hourly pay for paraeducators to give extra support to students when needed. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 11,000.00	Extra hourly pay for extra support to students in need. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 7,853.44
Supplemental Instructional Materials	Instructional materials to support students needing intervention	Instructional materials to support students needing intervention. 4000-4999: Books And Supplies Title I Part A: Allocation 26,724.00	Instructional materials to support students needing intervention 4000-4999: Books And Supplies Title I Part A: Allocation 21,855.13
Release Time for Assessment/MTSS/SSTs/504s	sub pay for release time	Substitute pay for release time (assessments/MTSS/SS Ts/504s) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3,000.00	sub pay for release time 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1,311.33

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Outdoor Field Trip (6th grade)	there was no outdoor education field trip	Scholarships for students in need, teacher stipend, buses (lessens overall cost for students in need), etc. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00	there was no outdoor education field trip 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00
Extra academic intervention and support	After school intervention supports	Extra academic intervention and support 1,500.00	After school intervention supports 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1,500.00

Analysis

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

Staff was supporting EL, and reading and math support for students.

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

Students have shown growth in these areas.

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

Due to COVID, personnel was not available and the outdoor education trip did not occur.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we start the new school year, we are hopeful to have more staff and also have outdoor education occur.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

All students and families will feel safe and feel they belong at Korematsu

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Discipline/Behavior Data (19-20 school year)	<p>To lessen the amount of student office referrals for behaviors and suspensions by 5%.</p> <p>To lessen the discrepancy between male and female students by 20%.</p>	There is not comparative data available for discipline.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
PBIS Paraeducator III	.15 FTE to support PBIS	.15 FTE to support the .6 FTE provided from the district to support all students with behaviors in and out of the classroom focused on our PBIS program 2000-2999: Classified Personnel Salaries LCFF - Base 1000.00	.15 FTE to support PBIS 2000-2999: Classified Personnel Salaries LCFF - Base 1000.00
Social Emotional Learning (SEL) Supplemental Materials and Supplies	Materials to support PAWS signage on campus.	Materials to support SEL in classrooms, equity and social justice work, and school-wide PBIS. 4000-4999: Books And Supplies LCFF - Base 1,686.00	Materials to support PAWS signage on campus. 4000-4999: Books And Supplies LCFF - Base 1,686.00
Professional Development focused on PBIS, SEL, Equity, and Social Justice	PBIS team meetings	Professional Development for staff on school-wide PBIS system, SEL, equity and social justice to better meet the emotional and safety needs of all students. 5800: Professional/Consulting Services And Operating	PBIS team meetings 5000-5999: Services And Other Operating Expenditures LCFF - Base 989.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures LCFF - Base 989.00	
Extra support on the playground for Title 1 students	Playground support	Extra support on the playground for Title 1 students 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 4,500.00	Playground support 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1,600.00

Analysis

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

PBIS paras have been available to support students throughout classrooms and on the playground. PAWS signage and videos are being created to support the program.

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

Although there is no hard data, having the PBIS paras support students in various ways has decreased the need for office referrals and supported them in their academics.

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

SEL items were not purchased as staff did not participate in professional development around this. The ability to have staffing meetings to support students and implement strategies to support students has been helpful so staff is all using similar strategies and interventions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	97,799.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	0	0.00
LCFF - Base	16748	0.00
LCFF - Supplemental	27500	0.00
Title I Part A: Allocation	71445	17,894.00
Site Based Gifts and Donations	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	16,748.00
LCFF - Supplemental	27,500.00
Title I Part A: Allocation	53,551.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	72,248.00
4000-4999: Books And Supplies	7,251.00
5000-5999: Services And Other Operating Expenditures	11,300.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	4,748.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,200.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,300.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	50,500.00
4000-4999: Books And Supplies	Title I Part A: Allocation	3,051.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diana Curtaz/ Heidi Perry (April - June)	Principal
Belinda Kesser	Classroom Teacher
Sam Shelton	Parent or Community Member
Nick Schroeder	Parent or Community Member
Lisa Tricoli	Classroom Teacher
Cristina Sandoval	Classroom Teacher
Laura Reaka	Other School Staff
Carolyn Walker	Parent or Community Member
Linda Hurley	Parent or Community Member
Ruby Germain	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: certificated staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20, 2019.

Attested:

Principal, Heidi Perry on May 17, 2022
SSC Chairperson, Sam Shelton on May 17,2022

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

SPSA data as of April 2022:

Korematsu Suspension data

19-20	7 total: 4 white males and 3 black males
20-21	0 total
21-22	9 total: 9 white males

iReady data - as of April 1, 2022

Grade	Math - Fall					Reading - Fall				
	Mid or above	Early or on Grade	One Grade level Below	Two Grade levels below	Three or more grade levels below	Mid or above	Early or on Grade	One Grade level Below	Two Grade levels below	Three or more grade levels below
K	38%	24%	38%	0	0	34%	28%	37%	0	0
1	24%	3%	59%	15%	0	28%	6%	59%	7%	0
2	14%	20%	44%	23%	0	30%	14%	41%	15%	0
3	10%	16%	49%	14%	11%	41%	19%	21%	14%	5%
4	12%	15%	49%	14%	11%	24%	22%	38%	5%	10%
5	13%	20%	38%	12%	17%	32%	30%	12%	12%	14%
6	18%	32%	39%	5%	7%	33%	18%	22%	11%	16%
Grade	Math - Winter					Reading - Winter				
	Mid or above	Early or on Grade	One Grade level Below	Two Grade levels below	Three or more grade levels below	Mid or above	Early or on Grade	One Grade level Below	Two Grade levels below	Three or more grade levels below
K										
1	22 ~ 32%	7 ~ 10%	34 ~ 50%	5 ~ 7%	0	21 ~ 31%	4 ~ 6%	39 ~ 58%	3 ~ 4%	0
2	16 ~ 24%	9 ~ 14%	34 ~ 52%	7 ~ 11%	0	31 ~ 46%	12~ 18%	15 ~ 22%	9 ~ 13%	0
3	21 ~ 29%	18 ~ 25%	23 ~ 32%	7 ~ 10%	3 ~ 4%	36 ~ 51%	19 ~ 27%	6 ~ 8%	7 ~ 10%	3 ~ 4%
4	12 ~ 20%	11 ~ 19%	26 ~ 44%	6 ~ 10%	4 ~ 7%	23 ~ 39%	14 ~ 24%	15 ~ 25%	3 ~ 5%	4 ~ 7%
5	18 ~ 31%	12 ~ 20%	17 ~ 29%	4 ~ 7%	8 ~ 14%	22 ~ 38%	16 ~ 28%	5 ~ 9%	9 ~ 16%	6 ~ 10%
6	16 ~ 27%	19 ~ 32%	17 ~ 29%	3 ~ 5%	4 ~ 7%	27 ~ 49%	9 ~ 16%	11 ~ 20%	4 ~ 7%	4 ~ 7%

English Learner Program ~ Korematsu ~ 2021-2022

Korematsu has 52 English Learners (as of 1/10/22) – this changes throughout the year. We have 12 more EL students this year than we had last year.

Statistics (according to the DJUSD data system, Q):

- Gender: 21 Female, 31 Male
- Grade Level: 6- TK, 9- K, 8- 1st, 9- 2nd, 4- 3rd, 7- 4th, 8- 5th, 1- 6th
- Proficiency: 7- novice and 11- intermediate (Initial ELPAC), 6 – Level 1, 6 –Level 2, 14 – Level 3, and 8 – Level 4 (Summative ELPAC). The current Level 4 students were either too young to look at for reclassification, or I wanted to see them back in person this year for various reasons before looking at them for reclassification.
- Languages Spoken: 17 Spanish, 4 Mandarin, 3 Korean, 5 Arabic, 1 Moroccan Arabic, 2 Japanese, 4 Cantonese, 1 Punjabi, 1 Russian, 1 Danish, 2 Pashto, 2 Dari, 1 Swahili, 1 Mathile, 1 Hebrew, 2 Tagalog, 1 Urdu, 1 French, 1 Farsi, and 1 Thai.
- Ethnicity: 1 black/African American, 23 Asian, 17 Hispanic, 9 white, 2 Filipino
- SES: unable to access that info.

Student Services:

- *Structured English Immersion (in ELD groups with EL staff): 45
- *Mainstream English Cluster (not in ELD groups with EL staff): 7
- *Group placement is based on ELPAC scores (proficiency), teacher input, reading assessments, length of time in a CA school, and/or parent request
- **We have 10 ELD groups at this time
- One- Novice TK, One- Novice/Int. Kinder, Two- 1st grade (one beg. and one intermediate), One-2nd grade intermediate, One- 2nd/3rd grade Level 1, One-4th grade inter./adv., Two-5th grade intermediate, and One Novice 6th grade.
- * I put more students in designated ELD group this year than usual because they had very little exposure to English while home on Distance Learning. We are serving all 1st and 2nd graders and we are serving all 4th, 5th, and 6th graders (except one with a parent waiver) to fill gaps and try to prevent them from becoming Long-term English Learners (LTEL).

We reclassified 8 students to Fluent English Proficiency this year.

- Three-2nd graders, One-3rd grader, Two-4th graders, and Two-5th graders.
- They speak: Spanish, Mandarin, Turkish, Amharic, Korean, Russian and Mathile at home.
- 6 males, 2 females

Reading Support Program

Staffing:

1.0 FTE Reading Specialist: Sarah Foley

1.5 FTE para educators—4 reading paras who have been working 15 hours each

In April, time increased temporarily to 73 hours per week—with the additional time we have been able to make smaller groups and provide 2nd, 3rd and 4th grade students with extra time 1:1 or 1:2

Grades Served: K-6

Number of Students Served: 96 with about 20 students receiving double support

Our goal is to have all Korematsu students reading proficiently with comprehension by the end of 6th grade. We concentrate resources on 1st and 2nd grade, however, our commitment remains for students at all grade levels including students with special learning needs, English Learners, and students who face life challenges or have been under-served in past schooling. In cooperation with classroom teachers and other specialists, we really do believe all students can be successful.

Reading Intervention Services for 2021-22

K	3 small groups 3 days per week for 25 minutes (March through June)
1	Guided reading groups for all students 4 days per week for 1 hour; additional support for students as needed
2	Small group pull-out 4 days per week for 45 minutes. iReady extension for 6 students
3	Push-in 4x per week for 45 minutes/ 2 small groups 4 days per week for 45 minutes
4	2 small groups 3 days per week for 30 minutes
5	2 small groups 3 days per week for 30 minutes
6	1 small group 3 days per week for 30 minutes

We are a balanced reading program and focus on the 5 main areas of reading:

Phonemic Awareness

Phonics

Sight words

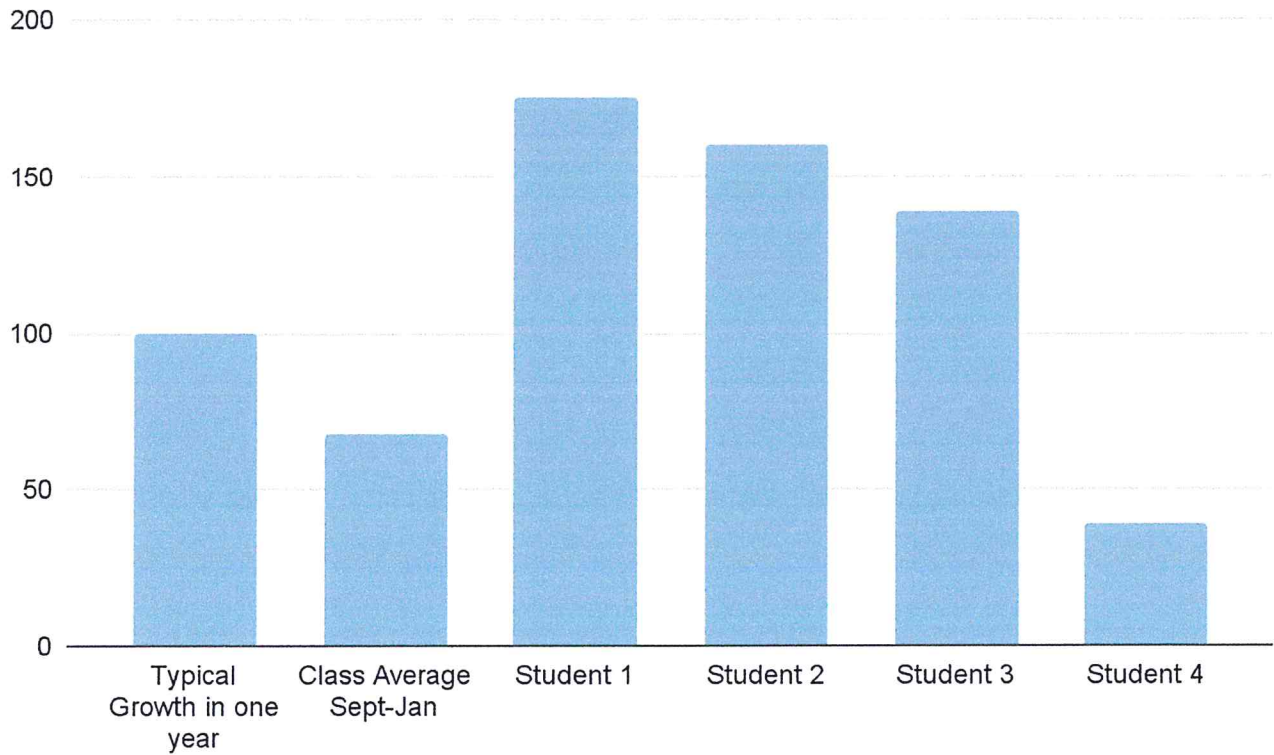
Fluency

Comprehension

Other programs:

- Book-in-a-Bag for Kindergarten and First Grade
- Purchase and maintain supplemental materials for teachers
- Professional lending library for staff
- The Reading Specialist also keeps the school intervention logs, attendance for intervention services, and Title 1 documentation, as well as serving on the Healthy Kids team and MTSS team

4th grade group snapshot:



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Front Yard Duty	Front Yard Duty	Front Yard Duty	HK 7:45-8:30	Front Yard Duty
8:30-9:00	Prep Book in a Bag pickup Shank	Prep Book in a Bag pickup Arvin/Murphy	Prep	Prep	Prep Book in a Bag pickup Schlageter
9:00-9:30	First Grade Guided Reading	First Grade Guided Reading	First Grade Guided Reading	First Grade Guided Reading	Assessment & RR Admin Tasks
9:30-10:00	First Grade Guided Reading	First Grade Guided Reading	First Grade Guided Reading	First Grade Guided Reading	Assessment & RR Admin Tasks
10:00-10:15	AM Break	AM Break	AM Break	AM Break	AM Break
10:15-11:00	2nd Grade Reading	2nd Grade Reading	2nd Grade Reading	2nd Grade Reading	Assessment & RR Admin Tasks
11:00-11:45	3rd Grade Reading	3rd Grade Reading	3rd Grade Reading	3rd Grade Reading	Prep Book in a Bag Finish Schlageter
11:45-12:15	SST/IEP info prep	5th	5th	5th	Title 1 Paperwork
12:15-12:30	Lunch	Break	Break	Break	Lunch
12:30-1:00		4th	4th	4th	
1:00-1:25	6th 1:2	Lunch	6th 1:2	Lunch	6th 1:2
1:25-1:50	4th ELD	4th ELD	Lunch	4th ELD	Prep
1:50-2:05	PM Break	PM Break		PM Break	PM Break
2:05-2:30	5th	5th	Staff Meetings	Prep	5th
2:30-3:05	Math Club	Math Club		Math Club	Math Club
3:05-3:30	Book in a Bag Finish Shank	Book in a Bag Finish Arvin/Murphy		Prep	Prep

M-Th AM Schedule Reading Support Educators

	Para 1	Para 2	Para 3	Para 4
8:30-9:00	Prep	Prep	Prep	Prep
9:00-9:30	1st grade guided reading #1	1st grade guided reading #1	1st grade guided reading #1	1st grade guided reading #1
9:30-10:00	1st grade guided reading #2	1st grade guided reading #2	1st grade guided reading #2	1st grade guided reading #2
10:00-10:15	Break	Break/Prep	Break/Prep	Break/Prep
10:15-11:00	2nd Intervention	2nd Intervention	2nd Intervention	2nd Intervention
11:00-11:45	3rd Intervention SIPPS Extension	3rd Intervention 1:3 Phonics w/ Comp	3rd Intervention 1:3 Guided Reading	3rd Intervention 1:2
11:45-12:00	Prep	Prep	Prep	Prep
12:00-12:30	2nd 2:1	2nd 2:1	2nd 2:1	Prep until 12:15
12:30-1:00	4th 1:1	2nd 1:1	2nd 1:1	FRIDAY
1:00-1:15	Prep	Prep	Prep	8:30-9:00 Prep
				9:00-10:00 AM Kinder Groups
				10:20-11:00 2nd 1:1
				11:15-11:30 Kinder 1:1
				11:30-12:00 Prep
				12:00-12:30 1st 1:1

Math Support Program

Staffing:

Overseen by the Reading Specialist (no additional FTE)

1 paraeducator January-April 12 hours/week April-June 15 hours/week

Grades Served: 2-6

Number of Students Served: 31 with 5 students receiving double support

This program is designed to support math concept development and confidence in math. We are using the essential standards in each grade level to define our focus. The math activities are hands on, game based and then tied to the classroom curriculum.

Math Intervention Services for 2021-22

2nd	After school math club 4x per week for 30 minutes
3rd	Small group 4x per week for 30 minutes
4th	Small group 1x per week for 30 minutes
5th	Small group 2x per week for 30 minutes
6th	Small group 2x per week for 30 minutes
Mixed-age	Small group 4x per week for 30 minutes
Mixed-age	1:1 1x per week for 30 minutes

CCSS WHERE TO FOCUS GRADE 2 MATHEMATICS



MATHEMATICS GRADE 2 FOCUS

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority¹ of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.^{2, 3}

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 2

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

- 2.OA.A ■ Represent and solve problems involving addition and subtraction.
- 2.OA.B ■ Add and subtract within 20.
- 2.OA.C □ Work with equal groups of objects to gain foundations for multiplication.
- 2.NBT.A ■ Understand place value.
- 2.NBT.B ■ Use place value understanding and properties of operations to add and subtract.
- 2.MD.A ■ Measure and estimate lengths in standard units.
- 2.MD.B ■ Relate addition and subtraction to length.
- 2.MD.C □ Work with time and money.
- 2.MD.D □ Represent and interpret data.
- 2.G.A ○ Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear equations and linear functions

REQUIRED FLUENCIES FOR GRADE 2

2.OA.B.2	Single-digit sums and differences (sums from memory by end of Grade 2)
2.NBT.B.5	Add/subtract within 100

¹ At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see Criterion #1 of the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics www.achievethecore.org/publisherscriteria.

² Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics www.achievethecore.org/publisherscriteria.

³ Note, the critical areas are a survey of what will be taught at each grade level; the major work is the subset of topics that deserve the large majority of instructional time during a given year to best prepare students for college and career.

CCSS WHERE TO FOCUS GRADE 2 MATHEMATICS

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.

	K	1	2	3	4	5	6	7	8
Know number names and the count sequence		Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers	Work with radical and integer exponents
Count to tell the number of objects		Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Apply and extend previous understandings of multiplication and division to divide fractions by fractions		Understand the connections between proportional relationships, lines, and linear equations**
Compare numbers		Understand place value	Understand place value	Understand properties of multiplication and the relationship between multiplication and division	Use place value understanding and properties of operations to perform multidigit arithmetic	Use equivalent fractions as a strategy to add and subtract fractions	Apply and extend previous understandings of rational numbers	Analyze proportional relationships and use them to solve real-world and mathematical problems	Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from		Use place value understanding and properties of operations to add and subtract	Use place value understanding and properties of operations to add and subtract	Multiply & divide within 100	Extend understanding of fraction equivalence and ordering	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Understand ratio concepts and use ratio to solve problems	Use properties of operations to generate equivalent expressions	Define, evaluate, and compare functions
Work with numbers 11–19 to gain foundations for place value		Measure and estimate lengths in standard units	Measure and estimate lengths in standard units	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Understand ratio concepts and use ratio to solve problems	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Use functions to model relationships between quantities
		Relate addition and subtraction to length	Relate addition and subtraction to length	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Apply and extend previous understandings of arithmetic to algebraic expressions		
		Use place value understanding and properties of operations to add and subtract	Use place value understanding and properties of operations to add and subtract	Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Understand decimal notation for fractions, and compare decimal fractions	Graph points in the coordinate plane to solve real-world and mathematical problems*	Reason about and solve one-variable equations and inequalities		
		Measure lengths indirectly and by iterating length units	Measure lengths indirectly and by iterating length units	Geometric measurement: understand concepts of area and relate area to multiplication and to addition			Represent and analyze quantitative relationships between dependent and independent variables		

* Indicates a cluster that is well thought of as a part of a student's progress to algebra, but that is currently not designated as major by the assessment consortia in their draft materials. Apart from the one asterisked exception, the clusters listed here are a subset of those designated as major in the assessment consortia's draft documents.

** Depends on similarity ideas from geometry to show that slope can be defined and then used to show that a linear equation has a graph which is a straight line and conversely.

M, T, Th, F PM Schedule Math Support Educator

12:05-12:30	Prep
12:35-1:00	M (4th math group) T, Th, F (PM Kinder Reading)
1:05-1:30	Monday (5th math group) Tuesday & Thursday (6th math group) Friday (5th math group)
1:35-2:00	M, T, Th, F (3rd grade math group)
2:05-2:30	M, T, Th, F (Mixed age math group)
2:35-3:05	M, T, Th, F (2nd grade after school math club)
WEDNESDAY	8:30-8:45 Prep
	8:45-9:15 1:2 Math 3rd
	9:15-9:30 Transition
	9:30-10:00 1:1 2nd Math
	10:00-10:20 Break and Transition
	10:20-10:50 1:1 3rd
	10:50-11:00 Transition
	11:00-11:30 1:1 5th

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: certificated staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20, 2019.

Attested:



Principal, Heidi Perry on May 17, 2022



SSC Chairperson, Sam Shelton on May 17, 2022