



The Single Plan for Student Achievement

Fred T. Korematsu Elementary School at Mace Ranch

57726780111401

Approved On:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

Contact Person:	Mary Ponce
Position:	Principal
Telephone :	530-757-5358
Address:	3100 Loyola Dr.
E-mail Address:	mponce@djUSD.k12.ca.us

The District Governing Board approved this revision of the School Plan in

2009-2010

Goals

Form A: Planned Improvements in Student Performance

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

Goal Area : School Climate

Goal Title : Establishment of a Strong School Climate and Culture

Create a strong and welcoming sense of identity for students and families in the Korematsu school community emerging from the transition from k-2 to K-6.

Student groups and grade levels to participate in this goal:

Students and families currently members and those soon to become members of the Korematsu school community.

Anticipated annual performance growth for each group:

Improved academic growth and performance stemming from a strong sense of belonging and membership in the learning community.

State Assessments: CSTS

District Assessments: Reading Card & binder per grade level

School/local assessments: curriculum embedded and teacher made assessments

Means of evaluating progress toward this goal:

- Student attendance data
- Behavior referrals
- Logs of site and grade-level events and class fieldtrips
- Family participation in all-school events
- Student and family climate surveys
- Academic performance inventories from academic conferences indexed to attendance.

Group data to be collected to measure academic gains:

Student and family disaggregated by

- ELD status
- Ethnicity
- Grade Level
- Economically Disadvantaged Designation

Action Title: Regular and Open Communication with Families

Means of Achievement: Involvement of staff, parents and community

Tasks :

- Collect information about critical information for students and families regarding Korematsu
- Assemble and publish information on a regular basis
- Publish regular articles focused on citizenship and social justice
- Distribute newsletters to learning community members

Measures :

- Regular weekly distribution of newsletter
- A full series of articles focused on citizenship, curriculum, and strategies for student support by families,

People Assigned :

Principal; school secretary; PTO.

Start Date : 1/5/2009

Completion Date : 6/12/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	parent newsletters on strategies for student success	\$500
Local Funding	Newsletter & Handbook	\$0

Action Title: Support of Strong Administration System to Support Families and Staff

Means of Achievement: Involvement of staff, parents and community

Tasks :

- Principal and administrative staff identify essential administrative support and communication requirements
- Purchase and utilize identified materials and services
- Identify, prepare and utilize materials that facilitate parent and community involvement (signage, posters, and brochures in multiple languages)
- Monitor sufficiency of community support, communication systems and response times
- Principal, parents, instructional staff, and administrative staff evaluate support and communication systems
- End-of-Year evaluation of support and communication systems by staff and parents

Measures :

- Data on support from ongoing monitoring efforts
- Administrative evaluation of support and communication systems
- Parent and community involvement materials on-site
- End-Of-Year Survey results

People Assigned :

Principal, Site Secretary, Instructional Staff, Site Council and Korematsu PTO.

Start Date : 8/1/2008

Completion Date : 6/30/2009

Action Title: Community-Building Events

Means of Achievement: Involvement of staff, parents and community

Tasks :

- Identify site-based events that involve and pull-in the diverse Korematsu community
- Calendar and publicize events to community with special attention and outreach to underrepresented segments of school community
- Facilitate participation in all events for all segments of the Korematsu School community through outreach
- Monitor attendance and participation in school-wide events
- Collect and share data about participation
- Conduct and Analyze Ongoing and End-Of-Year Surveys regarding events held

PTO

- September: FAmilia Night
 - December: Magic REading Show
 - Jan: Explorit & Explorit FAmilia Night
 - February: Day of Remembrance
 - March: Assembly for Read Across America
 - May Asian Pacific Fair/Auction
- School Staff
- Back To SChool Night
 - Jan: OLF (Oral Language Fair)
 - March: Read Across America, Dr. Seuss Day
 - April: Science Fair, Open House

Measures :

- Data regarding family participation
- Survey results
- School climate results

People Assigned :

Principal, Staff, Korematsu PTO and Site Council.

Start Date : 9/1/2008

Completion Date : 6/15/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	School Events	\$500

Action Title: demographic data

Means of Achievement: Involvement of staff, parents and community

Tasks :

collect demographic data of students and parents attending currently K-6 Korematsu

Measures :

sasi
 sarc
 district data information

People Assigned :

Leadership Team

Start Date : 1/4/2009

Completion Date : 1/31/2009

Action Title: Continue to build school identity

Means of Achievement: Increased educational opportunity

Tasks :

1. Through the vehicle of student council, students will work with principal to solve problems and give advise for student activities and events
3. Establish a school school events
4. Student council take a survey of student needs and perception of 'what is the purpose of school'
5. Have student council generate a list of needs/wants and present to staff
6. Have student council give input and advise on school vision and mission statements

Measures :

- The coyote is named
- Student Council holds monthly meetings to work on school wide events and activities
- Agendas and Minutes from the Student Council Meetings

People Assigned :

administration, staff, students and community

Start Date : 1/4/2010

Completion Date : 6/15/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	student activity supplies and materials	\$1,000

Action Title: Understand and celebrate school demographics

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. offer diversity training around cultural awareness and/or unconscious bias
2. collect demographic information
3. gather resources to help teachers include culturally relevant information for lesson plans
4. publicly acknowledge and celebrate our school diversity.

Measures :

in cooperation with PTO when appropriate, plan and implement community events

People Assigned :

administration, leadership team, staff, students, community

Start Date : 1/4/2009

Completion Date : 6/15/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	supplies, materials, vendors, training, extra hourly	\$2,000

Action Title: Build connectedness and a sense of safety and empathy for our students and staff

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. hire and retain a part time counselor
2. use 'second steps as a foundational base and resource for students and staff training on empathy'
3. counselor when appropriate will push in and visit classrooms
4. counselor, when appropriate will mentor, counsel groups of students with the highest needs
5. counselor, when appropriate, will connect families and students to mental/health resources

Measures :

People Assigned :

counselor, staff, and principal

Start Date : 9/2/2008

Completion Date : 6/12/2009

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	salary for counselor	\$12,000

Action Title: Site Based Leadership Development

Means of Achievement: Staff development and professional collaboration

Tasks :

- School Site Leadership and School Site Council will select reserached based training, literature to develop leadership strategies to support staff in creating a professional adult community.
- School Site Leadership will meet monthly to monitor school success and climate
- School Stie Leadership will learn how to facilitate staff meetings and support staff in order to increase student acheivement.
- School Site Leadership will learn to monitor student achievement, analyze program, and advise principal on program and implementation

Measures :

- Academic Conferences
- Percentages of students below, at or above grade level
- Survey of school climate

People Assigned :

Principal, Leadership, Parent Leadership groups

Start Date : 1/11/2009

Completion Date : 6/15/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	training, extra hourly, release time, substitues, materials and supplies	\$3,500

Action Title: Build Staff Capacity and Teamwork

Means of Achievement: Staff development and professional collaboration

Tasks :

- leadership will explore and prepare a 'retreat' buyback workshop for staff in August 2009
- Staff will participate in in the 'retreat' buyback
- Staff and Leaderhship will work on themes based on school plan goals -work and complete Vision/Mission in 2009-2010

Measures :

- Staff attendance sheets
- Buyback log in sheets
- Student Achievement and Assessment (CSTs, CELDT, ADEPT, Currriculum Embedded, district)

People Assigned :

principal, leadership, staff

Start Date : 1/11/2009

Completion Date : 9/1/2009

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	food, materials for retreat	\$700

Action Title: WALKER Creek Science Camp

Means of Achievement: Increased educational opportunity

Tasks :

- school will provide opportunity for all 6th grade students to go to science camp
- school will provide scholarships to students that cannot pay
- students will reflect and participate in all activities expected at the science camp
- hold annual parent evening meeting

Measures :

- excel accounting sheets

People Assigned :

- 6th grade teachers
- Principal
- Administrative Secretary

Start Date : 11/30/2009

Completion Date : 12/4/2009

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	scholarships for low income students	\$2,500
School & Library Improvement Block Grant	teacher registration and teacher stipend	\$2,000

Action Title: SchoolWide Posiitive Reinforcement System:Create Positive Character Traits

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Climate 'gourp' will create positive character traits to study, learn and model monthly schoolwide
- Purchase resources and materials to support character trait program
- Provide bibliography to support grade levels
- Climate 'group' will write a monthly article in newsletter announcing 'traite' and giving for support at home.
- Each month a specific trait will be analyzed, modeled, practiced in the classroom to celebrate
- Climate 'group' will create monthly activities and/or assemblies to showcase trait
- Staff will use 'coyote compliment' slips to reinforce trait and other traits each month to students in class, before school, after school, during recess.
- Principal will raffle coyote compliments weekly/monthly and reward students exemplifying trait
- Traits will be tied into our theme of 'social justice' and tie into existing 'social justice' activities

Measures :

- Behavior Referrals and NOtes
- Suspensions
- Report Cards in the area of Study Habits, Social Habits, Behavior
- Student Climat Survey before and after

People Assigned :

"climate group"
 Staff

Start Date : 1/4/2010

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	assemblies, speakers, materials, rewards	\$1,500
Title I, Part A, Basic Grants	materials, speakers, assemblies	\$500

Goal Area : Mathematics

Goal Title : Success in Mathematics for All Students

All students will be at grade level by the end of the school year. Students that do not meet grade level standards will be supported through accelerated interventions. Students not at grade level by May of each grade will have an articulation meeting with all stakeholders to decide the best action before promoting to the next grade level.

All second through sixth grade students will participate in the STAR testing. Korematsu students will meet annual API , AYP and AMAO requirements for all students and subgroups.

By the end of third grade all students will be at grade level equivalency in math . ALL K-2 grade students will have an understanding of number sense including but not limited to whole numbers, fractions, measurement and geometry, automaticity in math facts and be exposed to problem solving activities by third grade to ensure success before entering intermediate grade levels.

Students above grade level will have the opportunity to be exposed to enrichment activities in the area of math.

Student groups and grade levels to participate in this goal:

All students in K-6 and subgroups including: Targeted Title, low socio economic , English Learners, and Gifted and Talented.

Anticipated annual performance growth for each group:

ALL students at each grade level will meet state, district and grade level standards for mathematics. All students and subgroups will meet AYP, API and AMAO requirements.

Means of evaluating progress toward this goal:

- California-Adopted Textbook Embedded Assessments
- Site-supported assessments
- California Standardized State Test.

Group data to be collected to measure academic gains:

Student Data Disaggregated by

- Grade Level
- Ethnicity
- Gender
- English Learner Status
- Economcially Disadvantaged Designation

Action Title: Academic Conferencing

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Classroom teachers will collaboratively review student progress data and monitor achievement
- Student success and teacher concerns will be identified and charted based on review of data
- Principal will calendar three or more Academic Conferences to review charted data during the year
- Results of Conferences will be communicated to all staff
- Support to reinforce successes and interventions to address concerns will be identified
- Grade level teams will review progress at monthly meetings

Measures :

- Calendar of assessments and Academic Conferences by grade level
- Classroom-based assessments of student progress produced and documented
- Data reported to principal and staff in chart form
- Data disaggregated by students below, meeting, approaching, or above benchmark targets
- Interventions developed and students below benchmarks provided additional support
- Review of CST Data as available

People Assigned :

All instructional staff, principal.

Start Date : 9/1/2007

Completion Date : 6/4/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	substitutes for release time for grade level teams	\$4,000

Action Title: Instructional Materials Support

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Principal will allocate funds to support standards-based classroom program
- Instructional staff will determine materials, supplies and training necessary to implement, enhance and support, intervention conventional and innovative standards-based instruction
- Staff will submit purchase requisitions to administrative staff for processing
- Materials purchased delivered to classroom for use with students
- Staff will evaluate sufficiency of materials and support
- Instructional Staff will be provided opportunity to attend and implement new training.

Measures :

- Classroom inventory of instructional materials and supplies
- Teacher documentation of standards-based instruction and requirements
- Record of purchases by classroom or program
- End of year evaluation and report to Site Council
- Presentation to Staff

People Assigned :

Classroom teachers, support staff, principal.

Start Date : 1/4/2010

Completion Date : 6/27/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	supplemenatl materials and supplies	\$5,000

Action Title: Maximize Resources targeted to students below proficiency

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Principal and staff will identify key instructional areas of need in which student access to credentialed staff can be enhanced
- Principal and selected staff members will confer to determine plan to maximize access for students
- Principal and staff will process personnel requests to assemble staff necessary to provide support to reduce student to credentialed teacher ratios
- Math Coach will be put in place to reduce student to credentialed teacher ratios in identified situation 4th-6th grade
- Staff will document activities stemming from reduced ratios in plans
- Principal will observe and evaluate use of supplemental staff

Measures :

- Plans articulated and documented to reduce student to credentialed staff ratio
- Students below benchmarks receive additional support
- Lesson plans document use of staff to enhance strategic access to credentialed instruction
- Principal evaluates program and documents in report to Site Council
- Student achievement data documented by formative and summative assessments
- Review of CST Data as available

People Assigned :

Classroom teachers, Resource Teacher, Principal. Math Coach

Start Date : 8/15/2008

Completion Date : 6/15/2010

Action Title: maximize resources for students below proficiency

Means of Achievement: Extended learning time

Tasks :

- Provide Bridge coordinator and Bridges for students low income & Far Below Basic, Below Basic
- Students chosen based at Academic Conferences
- Bridges begins with students in 6th grade then descends

Measures :

- STAR/CST
- Academic Conference Assessments

People Assigned :

Bridge Staff, Staff, Principal

Start Date : 12/3/2009

Completion Date : 6/4/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	bridge coordinator 1/2 salary	\$1,500

Action Title: After School Interventions

Means of Achievement: Extended learning time

Tasks :

- Staff during academic conference will review math data and assessment
- Staff will choose students in Math for extended learning based on need
- Staff students a year or two years behind will be offered first the intervention
- Staff will plan lessons, use assessments, create lesson designs
- School will create letter of invitation
- Groups will be small
- Groups will meet after school minimum of twice a week.
- Materials will be purchased to support program for example- Kathy Richardson, Marcy Cook, replacement, extensions, copies, materials, manipulatives

Measures :

- Core Curriculum Assessment
- Unit Tests
- Supplemental Performance Assessments

People Assigned :

- Staff and Principal

Start Date : 1/18/2010

Completion Date : 3/26/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	staff salary	\$4,200
Title I, Part A, Basic Grants	materials and copies	\$500

Goal Area : Technology

Goal Title : Increase Student Achievement

All student will have an opportunity to access the computer lab in order to improve their personal successes across all subject areas. Students not at grade level will have access and opportunity to remediate skills in order to support them towards meeting grade level standards. All students will have access and opportunity to enrichment activities through the use of technology and the computer lab.

Student groups and grade levels to participate in this goal:

All students with particular attention to students ELs, Tarterd Title I, Economically Disadvantaged, Gifted and Talented

Anticipated annual performance growth for each group:

Annual performance growth for all students at grade level

Means of evaluating progress toward this goal:

- School Site Assessment
- Grade Level Curriculum Embedded Assessments
- CSTs

Group data to be collected to measure academic gains:

- Grade level
- Ethnicity
- Gender
- EL
- Targeted Title I
- Gate

Action Title: Computer Specialist

Means of Achievement: Increased educational opportunity

Tasks :

- Hire and retain a part time computer specialist 10 hours a week
- Maintain infrastructure of computer lab
- Problem solve and support programs and software
- Inventory all programs, materials and software
- Trouble Shoot
- Maintain schedule and computer lab systems
- Evaluate and Survey Computer Lab needs

Measures :

- Schedules of staff usage
- Number of times each classroom teacher uses the computer lab
- Inventory Sheets
- Surveys

People Assigned :

- principal, staff, computer specialist, community

Start Date : 1/11/2009

Completion Date : 6/15/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	salary for computer specialist	\$7,368
School & Library Improvement Block Grant	extra hourly for compute specialist-technical support, troubleshooting, set up of lab	\$2,000

Action Title: Summer School

Means of Achievement: Alignment of instruction with content standards

Tasks :

- At end of year, review final student data
- Choose the most needed grade level(s) money permitting
- Students in that grade level 2 years behind, then 1 year behind invite to summer school
- Recruit summer school teacher(s)
- Prep for summerschool
- Hold meeting to prepare staff, attendance sheets, curriculum outline,schedule
- Invite students chosen, send letter
- connect with student nutrition and give them student names requesting a sack lunch
- Monitor program while on campus
- materials and copies

Measures :

- End of year reading assessment card and Math assessments
- Report Cards
- REtention List

People Assigned :

- Principal
- Staff
- paraeducators

Start Date : 6/14/2010

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	staff salary	\$3,300
Title I, Part A, Basic Grants	materials and supplies	\$1,000
English Language Acquisition Program (ELAP)	staff salary	\$1,800

Goal Area : Library Improvement

Goal Title : Information Literacy

- All students will have access to the school site library.
- All students will have an opportunity for increased learning in all subject areas through the use of library and technologies

All students will have mini lessons based on grade level standards in library

Student groups and grade levels to participate in this goal:

All students will participate.

Anticipated annual performance growth for each group:

Annual performance growth for all students will be at grade level.

Means of evaluating progress toward this goal:

- Literacy Assessments
- Academic Conferencing
- district Assessments
- CSTS
- Celdt
- Curriculum Embedded

Group data to be collected to measure academic gains:

- grade level
- Ethnicity
- Gender
- English Learner Placement/Level
- Economically Disadvantaged Designation
- Targeted Title I

Action Title: Instructional Material Support

Means of Achievement: Increased educational opportunity

Tasks :

- Librarian and library 'tech' will 'weed' collection in order to recycle outdated, inaccurate or worn out materials

Librarian will purchase library materials in order to:

- supplement and enrich current adoption instructional materials
- enable effective research
- stay current with award titles
- provide for a very diverse population (age, gender, interest, EL, GATE, Ethnicity, etc)
- provide professional development materials

Measures :

- end of year inventory
- record purchases
- purchase based on favorable reviews from reputable sources
- survey

People Assigned :

Librarian and Librarian Tech

Start Date : 1/11/2009

Completion Date : 6/15/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	materials	\$3,000

Goal Area : English Language Development

Goal Title : Growth in English Language Proficiency for Enrolled EL Students

All EL students will demonstrate growth of one level or more in English language proficiency as measured by the CELDT. ALL designated English Learners will meet annual AYP and API and NCLB requirements. All redesignated Fluent English Proficient students will score at proficient or above on both English/Language Arts and Mathematics portions of the CST within three years of redesignation by 2014. All advanced and early advanced English Language Learners in the K-6 grade will be monitored through district assessments and teacher observations in the area of Language Arts, Mathematics and Writing. All English Learners will take the adept assessment annually.

Student groups and grade levels to participate in this goal:

All identified ELL and Fluent English Proficient students.

Anticipated annual performance growth for each group:

Students will meet the AMAO 1, AMAO 2, AMAO 3 requirements (as appropriate) by 2010.

Means of evaluating progress toward this goal:

- CELDT
- CST performance in English/Language Arts and Mathematics as it becomes available
- California Modified Assessment
- Apprenda 3
- Designated Primary Language Test
- Standards Based Test in Spanish
- ELD Curriculum-Embedded Assessments
- Teacher-Designed Assessments
- Student Portfolio Review
- adept assessment

Group data to be collected to measure academic gains:

Student data disaggregated by

- Grade Level
- Ethnicity
- Economically Disadvantaged Designation
- Home Language
- Experience in Davis School District & US Schools

Action Title: Professional Development in ELD Strategies

Means of Achievement: Staff development and professional collaboration

Tasks :

- Focus staff on importance of ELD Instruction through Academic Conferences
- Identify key professional development and program development opportunities for staff
- Provide release time for staff to participate in selected programs
- Staff report back on key learning and instructional changes implemented
- Identify leadership staff members to participate in Language Academy

Measures :

- Participation by staff at ELL Institute
- Staff participation in observations of best practices in other ELL programs
- Regular reports back by staff.
- Roster of CLAD, 1969, LDS, and GLAD trained teachers

People Assigned :

Classroom teachers, Reading Teacher, Principal.

Start Date : 8/27/2008

Completion Date : 6/27/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	Substitutes for Release Time	\$1,000

Action Title: ELD Material Acquisition

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- EL specialist will review survey of materials needs to identify required materials
- EL specialist will review available materials and evaluate
- EL specialist will seek input from classroom teachers and district staff regarding selections
- Choose and purchase materials
- Schedule staff orientation to purchased materials
- Purchase Grammar Reference Book for Language Academy Participants

Measures :

- Orient teachers to materials throughout the school year
- Evaluate materials 5/30/2009 through a staff survey
- Observe usage of Grammar Reference Book by staff when creating lesson designs

People Assigned :

Principal, Classroom Teachers , and EL specialist

Start Date : 10/2/2007

Completion Date : 6/1/2010

Funding Source	Related Expenditures	Estimated Cost
English Language Acquisition Program (ELAP)	Materials Purchase-grammar books for Language Academy teachers	\$250
EIA-LEP	materials for EL specialist and ELD	\$1,000

Action Title: EL Certificated Specialist

Means of Achievement: Increased educational opportunity

Tasks :

- Principal and staff hire and maintain EL specialist for the 2008-2009 school year
- Staff, EL Specialist and Principal will formulate strategy to expand availability of credentialed staff for ELD instruction (i.e., common schedules, additional staff, etc.)
- Schedules will be adjusted and implemented as necessary to implement strategy
- Staff will document activities and contact resulting from strategy
- CELDT assessment will be scheduled as early as possible for school year, i.e. August
- Principal and staff will evaluate program effectiveness

Measures :

- Documented strategy to increase ELL Student access to credentialed staff
- Record of lessons delivered
- CELDT scores and progress of students
- Use other measures i.e. adept to monitor student needs and areas of improvement

People Assigned :

Classroom Teachers, Reading Teacher, Principal. EL Specialist

Start Date : 9/1/2008

Completion Date : 6/12/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	Certificated staff	\$41,000

Action Title: Staff training

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Staff will improve lesson design using core and supplemental curriculum
- Staff will be trained in systematic language instruction
- Staff will be trained in frontloading
- Staff will be trained in Adept Assessment

Measures :

CELDT
 ADEPT
 CST ELA AND MATH

People Assigned :

EL SPECIALIST, STAFF, PRINCIPAL

Start Date : 1/11/2009

Completion Date : 6/11/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	materials	\$200

Action Title: Parent Involvement

Means of Achievement: Alignment of instruction with content standards

Tasks :

- ELAC meetings minimum 4x in a school year
- Parent workshops based on community needs

Measures :

- Sign In sheets at Parent Meetings
- Assessments: CELDT, ADEPT, Classroom , District

People Assigned :

EL specialist, staff, principal, community members of EL students

Start Date : 1/11/2009

Completion Date : 6/11/2009

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	parent training materials and supplies	\$500
EIA-LEP	babysitting	\$150

Action Title: Translation

Means of Achievement: Increased educational opportunity

Tasks :

Translation of newsletters
 Translation for Parent Confernces

Measures :

Time Sheets

People Assigned :

Paraeducators, staff

Start Date : 12/3/2009

Completion Date : 12/3/2009

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	translation	\$500
EIA-LEP	calling parents to invite to confernces	\$150

Action Title: Re-Classification Ceremony

Means of Achievement: Alignment of instruction with content standards

Tasks :

-Hold at end of year Ceremony for all ELLS that have met English Proficiency based on District Standards and have been Re-Classified to Fluent English Learners

Measures :

-use of district standards and assessment card
-teachers/staff fill out card with data
-principal signs-off card (re-classification card)

People Assigned :

EL Specialist, Staff, PRincipal

Start Date : 12/3/2009

Completion Date : 6/1/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	award certificates, medals, invitations, food	\$500

Goal Area : Reading/Language Arts

Goal Title : Success in Reading and Language Arts for All Students

All students will be at grade level by the end of the school year. Students that do not meet grade level standards will be supported through accelerated interventions. Students not at grade level by May of each grade will have an articulation meeting with all stakeholders to decide the best action before promoting to the next grade level.

All second through sixth grade students will participate in the STAR testing. Korematsu students will meet annual API , AYP and AMAO requirements for all students and subgroups.

By the end of third grade all students will read at grade level equivalency not only decoding but comprehending and inferring fiction and nonfiction text. ALL K-2 grade students will have an understand of reading process and be exposed to literacy activities to ensure success in reading and writing by third grade.

Students above grade level will have the opportunity to be exposed to enrichment activities in the area of reading and writing.

Student groups and grade levels to participate in this goal:

All students in kindergarten through sixth grade with particular attention to English Language Learners, socioeconomically disadvantaged, Targeted Title I students, and Gifted and Talented Learners

Anticipated annual performance growth for each group:

Annual performance growth for all students will be at grade level. All students in subgroups will meet their AYP, API and AMAO annual growth targets.

Means of evaluating progress toward this goal:

- District Literacy Assessments
- Academic Conferencing
- District Writing Assessments/Rubrics
- District Grade Level Reading Assessments
- California-Adopted Textbook embedded assessments
- Site-supported assessment portfolios and assessments
- California Standardized State Test (second grade only).

Group data to be collected to measure academic gains:

Student Data Disaggregated by

- Grade Level
- Ethnicity
- Gender
- English Learner Status
- Economically Disadvantaged Designation

Action Title: Academic Conferencing

Means of Achievement: Monitoring program implementation and results

Tasks :

- Classroom teachers will collaboratively review student progress data and monitor achievement
- Student success and concerns will be identified based on review of data and charted
- Principal will calendar four Academic Conferences to review charted data during the year i.e. fall (third week of September, winter November, early spring March, end of year June)
- Results of Conferences will be communicated to all staff
- Support to reinforce successes and interventions to address concerns will be identified
- Intervention logs will be maintained on identified students
- Grade level teams will review progress at monthly meetings

Measures :

- Calendar of assessments and Academic Conferences by grade level
- Classroom-based assessments of student progress produced and documented
- Data reported to principal and staff in chart form
- Data disaggregated by students below, approaching, meeting, or above benchmark targets
- Interventions developed and documented by principal, support staff and teachers

People Assigned :

All instructional staff, principal.

Start Date : 9/1/2008

Completion Date : 6/15/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	extra hourly para educators to assist in assessment	\$1,000
Title I, Part A, Basic Grants	substitutes to release grade level teams	\$4,000

Action Title: Instructional Materials Support

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Principal will allocate funds to support and supplement standards-based classroom program
- Instructional staff will determine materials and supplies necessary to implement Language Arts BLOck
- Staff will list needs based on academic conferences and assessments
- Materials to be purchased will include but not limited to: guided reading leveled books for k-1, chapter books for 2nd-6th, intervention materials for k-6th; materials, technology, and literacy activities to supplement the base curriculum in the areas of the reading process i.e. phonological awarness, decoding, sight word knowledge, fluency use of context clues, vocabulary, structure, background knowledge, concepts of print, strategies for reading, language comprehension, automatic word recognition, and reading comprehension.
- Materials purchased delivered to classroom for use with students
- Staff will evaluate sufficiency of materials and support -RSP materials

Measures :

- Classroom inventory of instructional materials and supplies
- Teacher documentation of standards-based instruction and requirements, academic conference data charts, formative assessments
- Record of purchases by classroom or program
- End of year evaluation and report to Site Council

People Assigned :

Classroom teachers, support staff, principal.

Start Date : 8/15/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	materials and supplies	\$5,000

Action Title: maximize resources for students below proficiency

Means of Achievement: Increased educational opportunity

Tasks :

- Principal will identify key instructional areas in which student access to credentialed staff can be enhanced
- Principal and selected staff members will conference to determine plan to maximize access for students
- Paraeducators will be funded and receive orientation and training to support classroom instruction and intervention
- Principal will process personnel requests to assemble staff necessary to provide support to reduce student to credentialed teacher ratios
- Supplemental staff will be put in place to reduce student to credentialed teacher ratios in identified situation
- Bridge Coordinator salary will be paid for the afterschool tutor support for the most needy low socio-economic students not meeting grade level standards.
- Staff will document activities stemming from reduced ratios in plans
- Principal will observe and evaluate use of supplemental staff

Measures :

- Plans articulated and documented to reduce student to credentialed staff ratio
- Lesson plans document use of staff to enhance access to credentialed instruction
- Academic Conference data, formative assessments, and CSTS results
- Principal evaluates program and documents in report to Site Council
- Student achievement data charted for Academic Conference

People Assigned :

Paraeducators and bridge coordinator

Start Date : 8/30/2008

Completion Date : 6/15/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	salary	\$24,768
Title I, Part A, Basic Grants	extra hourly paraeducators	\$3,000

Action Title: Professional Development in Literacy Instruction

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Data on student achievement will be charted and presented at Academic Conferences
- Classroom staff will indentify professional development opportunities to support student needs for example for 2008-2009 the followin areas are a need: guided reading, inpedent literacy centers, deliver of and analysis of lessons focusing on student learning, current best practices.
- Principal will approve and fund appropriate professional development
- Materials to support professional development will be purchased for staff
- Staff will evaluate improvement in instruction through assembly of portfolios

Measures :

- Staff attendance at professional development focused on student achievement
- Staff evaluations of professional development activities
- Portfolios of student response to focus materials and strategies

People Assigned :

Instructional Staff, Principal.

Start Date : 10/1/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	release time, materials, fees for trainer, teacher extra hourly	\$0
School & Library Improvement Block Grant	release time, materials, fees for trainer, teacher extra hourly	\$0

Action Title: SIPPS TRAINING

Means of Achievement: Alignment of instruction with content standards

Tasks :

Release time for all staff that have not been trained in SIPPS

Measures :

- District Reading Card
- Academic Conference Data
- Curriculum Imbedded Assessments
- SIPPS Placment Tests and Mastery Tests
- Staff Attendance/Sign In Sheets

People Assigned :

Those that have not been trained in this researched based strategy

Start Date : 12/29/2008

Completion Date : 6/12/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	release time, substitutes, materials	\$500

Action Title: maximize resources for students below proficiency

Means of Achievement: Extended learning time

Tasks :

- Bridges coordinator & Bridges after school homework support for Far Below Basic/Below Basic & low income students
- Use Academic Conferences to choose students
- Bridges starts with 6th grade students then descends

Measures :

- Academic Assessments
- STAR/CST

People Assigned :

Bridge Staff, Staff, Principal

Start Date : 12/3/2009

Completion Date : 6/4/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	bridge coordinator 1/2 of salary	\$1,500

Action Title: Parent Literacy Education-Primary Title I

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Group of teachers Adjunct Duty will provide early literacy trianing to parents
- Staff will use Parnter to PRint
- Try to hold a minimum of 2 literacy nights for Title I below grade level students
- Plan each night, the theme, prepare stations
- Try to get 'free' items to give away to parents every evening form local businesses
- Sent out invitations

Measures :

- using Title I criteria and assessment for literacy
- Pick most need K, 1, 2 grade students and parents

People Assigned :

- Reading Specialist
- Teachers who signed up for adjunct duty Title I parent ed
- Principal

Start Date : 1/4/2010

Completion Date : 5/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	parent education materiasl, copies, invitation, food, books	\$1,000

Action Title: IEP substitutes/meetings

Means of Achievement: Monitoring program implementation and results

Tasks :

- Annual IEP meetings will be held during he school day
- IEP team will prepare annual, tri-annual assessments for review
- update IEP for RSP or Inclusion students
- Invite parent, teacher, staff invloved in IEP

Measures :

- based on full eductional evaluation

People Assigned :

- Special education/Inclusion Staff
- Psychologist
- Speech Pathologist
- Staff
- Principal

Start Date : 9/1/2009

Completion Date : 6/1/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	release time for classroom teacher for IEP meetings	\$1,000

Action Title: After School Intervention

Means of Achievement: Extended learning time

Tasks :

- Staff during academic conference will review math data and assessment
- Staff will choose students in Math for extended learning based on need
- Staff students a year or two years behind will be offered first the intervention
- Staff will plan lessons, use assessments, create lesson designs
- School will create letter of invitation
- Groups will be small
- Groups will meet after school minimum of twice a week.
- Materials will be purchased to support program for example- Kathy Richardson, Marcy Cook, replacement, extensions, copies, materials, manipulatives

Measures :

People Assigned :

Start Date : 12/11/2009

Completion Date : 12/11/2009

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	staff salary	\$1,400

Fred T. Korematsu Elementary School at Mace Ranch 2009-10
Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$149,977

Total Annual Expenditures for Current School Plan: \$148,786

Federal	Budget Allocation	Expense	Balance Available
Title I, Part A, Basic Grants	\$64,677	\$64,668	\$9
Establishment of a Strong School Climate and Culture		\$7,000	
Increase Student Achievement		\$4,300	
Success in Mathematics for All Students		\$10,200	
Success in Reading and Language Arts for All Students		\$43,168	
Title I, Part A Parent/Family Involvement	\$654	\$0	\$654
Total amount of Federal categorical funds allocated:	\$65,331	\$64,668	\$663
State	Budget Allocation	Expense	Balance Available
English Language Acquisition Program (ELAP)	\$2,065	\$2,050	\$15
Growth in English Language Proficiency for Enrolled EL Students		\$250	
Increase Student Achievement		\$1,800	
School & Library Improvement Block Grant	\$37,581	\$37,068	\$513
Establishment of a Strong School Climate and Culture		\$19,700	
Increase Student Achievement		\$9,368	
Information Literacy		\$3,000	
Success in Mathematics for All Students		\$5,000	
EIA-LEP	\$45,000	\$45,000	\$0
Growth in English Language Proficiency for Enrolled EL Students		\$45,000	
Total amount of State categorical funds allocated:	\$84,646	\$84,118	\$528
Total amount of categorical funds allocated to this school:	\$149,977	\$148,786	\$1,191

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Mary Ponce	Principal	530 757-5358 ext103	12/14/2009
Teri Murphy	Classroom Teacher	757-5358	12/14/2009
Allen Carlson	Classroom Teacher	757-5358	12/14/2009
Sujatha Branch	Parent or Community Member	branchola@gmail.com	12/14/2009
Jennifer Vinh	Parent or Community Member	jsvinh@sbcglobal.net	12/14/2009
Mina Garcia	Parent or Community Member	minagarcia2@yahoo.co	
Robert Creely	Classroom Teacher	75705358	12/14/2009
Julie cuetara	Other School Staff	757-5358	
Elisa Levy	Parent or Community Member	530 220 5525	12/14/2009
Steve Inouye	Parent or Community Member	574 7122	12/14/2009

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	5	

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 ELAC
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan 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.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on: 12/14/2009
11. Attested by School Principal: 12/14/2009
12. Attested by School Site Council Chairperson: 12/14/2009

Mary Ponce

 Typed name of school principal

 Signature of school principal

 Date

Eliza Levy

 Typed name of SSC chairperson

 Signature of SSC chairperson

 Date

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

Ongoing review of standards through grade level meetings and vertical articulation
Alignment of standards-based materials used between and across grade levels

2. Availability of standards-based instructional materials appropriate to all student groups:

Materials available in all content areas for every student
Adoptions include materials for ELL, high-performing, and low-performing students
Adoptions are supplemented with other sources that address individual student needs

3. Alignment of staff development to standards, assessed student performance and professional needs:

Professional development at the site, district and county level throughout the year
Site-supported staff development linked to Single Plan for Student Achievement

4. Services provided by the regular program to enable under-performing students to meet standard:

Differentiated instruction, including small group and individualized instruction
Need to improve the implementation of standardized textbook adoption across grade levels
Need to work on common language vertically across grade levels.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Reading Specialist and Reading Room support
Acquisition of supplemental materials and classroom supplies to address student learning needs
Development of school-home connection through regular communication and school-wide events
Additional staffing to improve student/credentialed teacher access
Release of staff to focus on needs of under-performing students
Title I paras used to decrease primary classroom reading instruction.
Pull out and Push In interventions for all below basic as per academic conference data K-6
Academic Conferences four times a year to monitor student progress towards standards, and build programs to respond to student needs.
After school Bridge program for students that are low-income and below basic on the CST STAR test.

6. Use of the state and local assessments to modify instruction and improve student achievement:

Embedded assessments in adoptions used to monitor student progress
District language arts, writing and reading assessments programs (Blue Card)
Student portfolios maintained, reviewed by grade level teams

7. Number and percentage of teachers in academic areas experiencing low student performance:

18 teachers out of 21.

8. Family, school, district and community resources available to assist these students:

Site-based Student Study Team and support staff
RTI, special education model
Early Intervention using all staff members and services
Bridges after school program
Student Services
County Medical and Mental Health Services
ELL Support Team
Classroom and school-wide newsletters
Children's Center and Special Education Preschool

9. School, district and community barriers to improvements in student achievement:

Families that feel distant from or uncomfortable with school experience
Language or cultural differences, especially sense of disparity with school majority
Families feeling disconnected with new K-6 configuration.

10. Limitations of the current program to enable under performing student to meet standards:

Lack of identify or vision for the new K-6 Korematsu school
Lack of cohesiveness in some grade levels
Teacher coordinated staff development needed
Program implementation and vertical program development still needed
Common Language and Common goals needs for program implementation is still needed by all stakeholders

Student Performance Data Summary

Conclusions from Student Performance Data

After reviewing STAR, CSTS, and classroom data:
We are monitoring The Latinos, who are English Learners and Low Income.
In addition, each grade level has intervention groups based on title I criteria and assessments:
Kinder: 10 Title I students
First:

Conclusions from Parent, Teacher and Student Input