

2011-12  
SINGLE PLAN FOR STUDENT ACHIEVEMENT



**Fred T. Korematsu Elementary School  
at Mace Ranch School**  
Davis Joint Unified District



The District Governing Board  
approved this revision of the School  
Plan on: 6/16/2011

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Fred T. Korematsu Elementary School at Mace Ranch 2011-12  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>Mathematics</b>			
<b>Success in Mathematics for All Students</b>			
Academic Conferencing	8/25/2010	6/5/2012	\$4,410
Instructional Materials Support	8/25/2010	6/12/2012	\$2,000
Maximize Resources targeted to students below basic	8/25/2010	6/15/2012	\$1,000
maximize resources for students below proficiency	8/25/2010	6/4/2012	\$1,500
After School Math Intervention	1/10/2011	6/30/2012	\$10,000
<b>Reading/Language Arts</b>			
<b>Success in Reading and Language Arts for All Students</b>			
Academic Conferencing	8/25/2010	6/5/2012	\$4,410
Instructional Materials Support	8/25/2010	6/12/2012	\$1,952
maximize resources for students below proficiency	8/30/2010	6/15/2012	\$25,000
Maximize resources for students below proficiency	10/4/2010	6/30/2012	\$1,500
<b>School Climate</b>			
<b>Establishment of a Strong School Climate and Culture</b>			
Regular and Open Communication with Families	8/25/2010	6/12/2012	\$585
Support of Strong Administration System to Support Families and Staff	8/25/2010	6/30/2012	\$0
Community-Building Events	9/1/2010	6/15/2012	\$1,000
demographic data	8/25/2010	6/30/2012	\$0
Continue to build school identity	9/30/2010	6/15/2012	\$1,500
Understand, create access and succes for and celebrate students in the achievement gap	8/18/2010	6/15/2012	\$0
Build connectedness , safety and empathy for our students and staff	6/6/2011	6/12/2012	\$17,250
Build Staff Capacity and Teamwork	8/25/2010	6/15/2012	\$0
Create Positive School Climate	8/25/2010	6/15/2012	\$0
<b>Technology</b>			
<b>Increase Student Achievement</b>			
Computer Specialist	8/25/2010	6/15/2012	\$8,600
<b>English Language Development</b>			
<b>Growth in English Language Proficiency for Enrolled EL Students</b>			
Professional Development in ELD Strategies	8/25/2010	6/27/2012	\$0
ELD Material Acquisition	9/30/2010	6/1/2012	\$1,000
EL Certificated Specialist	8/25/2010	6/12/2012	\$33,000
Staff training	8/11/2010	6/30/2012	\$200

Fred T. Korematsu Elementary School at Mace Ranch 2011-12  
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Parent Involvement	9/1/2010	6/11/2012	\$650
Translation	8/25/2010	6/30/2012	\$650
Re-Classification Ceremony	4/1/2010	6/30/2012	\$500
CELDT Training and Testing	7/1/2010	6/30/2012	\$1,000
ELL Spanish Paraeducator	6/8/2011	6/30/2012	\$8,000
Total Annual Expenditures for Current Site Plan: \$125,707.00			

## 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 : 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.

#### What data did you use to form this goal (findings from data analysis)?

- Quarterly Math Benchmarks
- Teacher Assessments
- Report Card Assessments
- Curriculum Embedded Assessments

#### How does this goal align to your Local Educational Agency Plan goals?

#### What did the analysis of the data reveal that led you to this goal?

-Students that continue to perform below grade level lack an understanding of problem solving and reasoning. They still have trouble applying and choosing the operations when trying to solve equations. Primary students below grade level still do not have number concepts. automaticity in math facts, and confusions on word problems.

#### Which stakeholders were involved in analyzing data and developing this goal?

- Principal
- Staff
- Support Staff
- Parent Leadership from SSC

#### Who are the focus students?

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

#### What is the expected growth?

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.

# Fred T. Korematsu Elementary School at Mace Ranch 2011-12

## Single Plan For Student Achievement Report

### What data will be collected to measure student achievement?

#### Student Data Disaggregated by

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

#### Data Used

- Star Test
- Fall Math Diagnostic Assessments
- Trimester Math Benchmarks
- Star test results
- Academic Conferences Notes

### What process will you use to monitor and evaluate the data?

- Academic Conferences
- Trimester District Benchmarks
- Data Director

### Actions to improve achievement to exit program improvement (if applicable).

## 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 : 8/25/2010

Completion Date : 6/5/2012

Funding Resources	Related Expenditures	Estimated Cost
Title I District Reservation for Site Use	substitutes for release time for grade level teams	\$4,410

Action Title: Instructional Materials Support

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Principal will allocate funds to support intervention classroom program
- Instructional staff will determine materials, supplies and training necessary to implement, enhance and support, intervention
- conventional and innovative standards-based intervention instruction
- Staff will submit purchase requisitions to administrative staff for processing
- Materials purchased delivered to classroom for use with targeted 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 : 8/25/2010

Completion Date : 6/12/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	supplemenatl materials and supplies	\$2,000

Action Title: Maximize Resources targeted to students below basic

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 : 8/25/2010

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	materials for inschool interventions	\$1,000

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 : 8/25/2010

Completion Date : 6/4/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	bridge coordinator 1/2 salary	\$1,500

Action Title: After School Math Intervention

Means of Achievement: Extended learning time

Tasks :

- Using Academic Conference assessments create a list of students below grade level in Math
- Principal and staff will recruit personnel for afterschool math intervention
- attendance sheets will be created and tracked for grade levels participating
- staff meeting to invite and mail out invitation letters to parents and students

Measures :

- STAR CST scores in Math
- in-classroom benchmark assessments

People Assigned :

- Principal and Math staff

Start Date : 1/10/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	personnel extra hourly, materials and snacks	\$10,000

#### 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 : 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.

What data did you use to form this goal (findings from data analysis)?

- District Literacy Benchmarks
- Star Test
- Teacher Assessments
- Curriculum Embedded Assessments
- Report Card Assessments

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Students that come from low-income, English Learner and Latinos are coming into our school systems in Kindergarten with a significant achievement gap compared to students who have had opportunities prior to entering school. As a result, these students are far behind their peers in letter knowledge, literacy, concept of print, phonemic awareness, etc. The school needs to focus on early support and intervention with entering K-1 students and new k-6 students that are below grade level based on our school-wide assessments.

Which stakeholders were involved in analyzing data and developing this goal?

- Principal
- Staff
- Support Staff
- Parent Leadership SSC

Who are the focus students?

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 and Latinos.

What is the expected growth?

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.

# Fred T. Korematsu Elementary School at Mace Ranch 2011-12

## Single Plan For Student Achievement Report

### What data will be collected to measure student achievement?

#### Student Data Disaggregated by

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

#### Data

- Star test
- District Benchmark Assessments
- Curriculum Assessment
- Trimester Assessment

### What process will you use to monitor and evaluate the data?

- Academic Conferencing
- Data Directory
- Professional Learning Communities

### Actions to improve achievement to exit program improvement (if applicable).

## 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 : 8/25/2010

Completion Date : 6/5/2012

Funding Resources	Related Expenditures	Estimated Cost
Title I District Reservation for Site Use	substitutes to release grade level teams	\$4,410

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 awareness, 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 : 8/25/2010

Completion Date : 6/12/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	materials and supplies	\$1,952

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 : 8/30/2010

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	salary	\$25,000

Action Title: Maximize resources for students below proficiency

Means of Achievement: Extended learning time

Tasks :

- Provide Bridge Coordinator and Bridge Staff for low income, FBB, and BB students
- Students will be chosen by teachers at Academic Conferences
- Begin with 6th graders then descend

Measures :

- Start Test/CST
- Academic Conference assessemnt

People Assigned :

Bridge Staff, School Staff, Principal

Start Date : 10/4/2010

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	bridges staff	\$1,500

# Fred T. Korematsu Elementary School at Mace Ranch 2011-12

## Single Plan For Student Achievement Report

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### 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

Sustain and support in continuing to establish an inclusive, fair and equitable learning community

#### What data did you use to form this goal (findings from data analysis)?

- Healthy Kid Survey
- Staff Reflection-
- Student Reflection (Student Council)
- Surveys
- Discipline Data
- Star Testing/Achievement Gap
- Attendance

#### How does this goal align to your Local Educational Agency Plan goals?

#### What did the analysis of the data reveal that led you to this goal?

- Boys receive more the discipline w/ suspension and behavior notes
- Parents of English Learners and Latinos are disconnected from school climate
- Parents from low income, and hardships are disconnected from school climate

#### Which stakeholders were involved in analyzing data and developing this goal?

- Principal
- Staff
- Student Council
- Parent Leadership, PTO, SSC and ELAC

#### Who are the focus students?

Students that feel disconnected from school based on race, religion, income and academics.

#### What is the expected growth?

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

#### What data will be collected to measure student achievement?

Student and family disaggregated by

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

Data

-District Benchmarks

-Surveys, i.e. Healthy Kid Survey and School created Surveys

## Fred T. Korematsu Elementary School at Mace Ranch 2011-12 Single Plan For Student Achievement Report

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What process will you use to monitor and evaluate the data?

- Student attendance data
  - Behavior referrals
  - Family participation in all-school events
  - Student and family climate surveys
  - Academic performance inventories from academic conferences indexed to attendance.
- SSC will monitor with school plan

Actions to improve achievement to exit program improvement (if applicable).

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 learning, discipline, citizenship and social justice
- Distribute newsletters to learning community members

Measures :

- Regular weekly distribution of newsletter

People Assigned :

Principal; school secretary; PTO.

Start Date : 8/25/2010

Completion Date : 6/12/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Even Start Family Literacy	parent newsletters on strategies for student success	\$585

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 : 8/25/2010

Completion Date : 6/30/2012

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 : 9/1/2010

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	substitute pay for staff release and refreshements for events	\$1,000

Action Title: demographic data

Means of Achievement: Involvement of staff, parents and community

Tasks :

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

Measures :

zangle  
 sarc  
 district data information

People Assigned :

Leadership Team

Start Date : 8/25/2010

Completion Date : 6/30/2012

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 perceptions
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 :

- Calendar monthly meetings
- Report to Site Council
- Student Council holds monthly meetings to work on school wide events and activities
- Agendas and Minutes from the Student Council Meetings collect and distribute to staff

People Assigned :

administration, staff, students and community

Start Date : 9/30/2010

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	materials and supplies	\$1,500

Action Title: Understand, create access and succes for and celebrate students in the achievement gap

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. offer diversity training around cultural awareness and/or unconscious bias
2. Close the achievement gap by offering diversity and leadership training to staff on cutural competency, equity issues
2. collect demographic information
3. gather resources to help teachers include culturally relevant information for lesson plans and instructional strategies
4. publicly acknowledge and celebrate our school diversity.

Measures :

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

People Assigned :

adminstration, leadership team, staff, students, community

Start Date : 8/18/2010

Completion Date : 6/15/2012

Action Title: Build connectedness , safety and empathy for our students and staff

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Use agreed upon curriculum as a foundational base and resource for students and staff training on empathy and character building i.e. life skills, second steps, primary kelso choices, community, class meetings
- Hire a counselor to provide support for student conflicts, small groups, emotional/social issues that interfere with learning.
- contract through VSA a counselor for kelso choices K-3; Sept-November to teach conflict resolution skills

Measures :

- number of schoolwide referrals, suspensions, and behavior notes

People Assigned :

principal, staff and parents amd SSC

Start Date : 6/6/2011

Completion Date : 6/12/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	VSA Counselor/Social Skills Training	\$2,500
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Cousnelor Salary	\$8,423
School and Library Improvement Block Grant	Counselor Salary	\$4,577
School and Library Improvement Block Grant	materials and supplies	\$1,750

Action Title: Build Staff Capacity and Teamwork

Means of Achievement: Staff development and professional collaboration

Tasks :

- Leadership will participate in building professional learning groups and action research teams
- Staff and Leadership will work on themes based on school plan goals
- work and complete Vision/Mission in 2010

Measures :

- Staff attendance sheets
- Student Achievement and Assessment (CSTs, CELDT, ADEPT, Curriculum Embedded, district)

People Assigned :

principal, leadership, staff

Start Date : 8/25/2010

Completion Date : 6/15/2012

Action Title: Create Positive School Climate

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Climate group along with staff will plan the year to focus monthly on Fred T Korematsu traits to practice and study school wide and in class.
- Climate Group will at beginning of year create a plan to work on inclusion, fairness, equitable learning communities

Measures :

- Behavior Referrals and NOTes
- Suspensions
- Report Cards in the area of Study Habits, Social Habits, Behavior
- Student Climate Survey before and after the school year
- Reflection from Staff
- Reflection from Student council
- Healthy Kid Survey

People Assigned :

"climate group"  
Staff  
Principal

Start Date : 8/25/2010

Completion Date : 6/15/2012

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 : 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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

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

What is the expected growth?

Annual performance growth for all students at grade level

What data will be collected to measure student achievement?

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

What process will you use to monitor and evaluate the data?

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

Actions to improve achievement to exit program improvement (if applicable).

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 : 8/25/2010

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	salary for computer specialist	\$8,600

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 : 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.

What data did you use to form this goal (findings from data analysis)?

- STAR
- District Assessment
- Teacher Assessment
- Celdt
- Adept

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Latinos students still have an achievement gap compared to other groups in the school community.

Which stakeholders were involved in analyzing data and developing this goal?

- principal
- staff
- support staff
- SSC/Parent Leadership Groups
- ELAC parent group

Who are the focus students?

All identified ELL students.

What is the expected growth?

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

What data will be collected to measure student achievement?

Student data disaggregated by

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

## Fred T. Korematsu Elementary School at Mace Ranch 2011-12 Single Plan For Student Achievement Report

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What process will you use to monitor and evaluate the data?

- 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

Actions to improve achievement to exit program improvement (if applicable).

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 : 8/25/2010

Completion Date : 6/27/2012

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 : 9/30/2010

Completion Date : 6/1/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	materials for EL specialist and ELD	\$1,000

Action Title: EL Certificated Specialist

Means of Achievement: Increased educational opportunity

Tasks :

- Principal and staff maintain EL specialist for the school year
- Principal and staff hire a classified para educator (if possible bilingual) staff for the school year (depends on district response and supplemental support)
- Staff, EL Specialist and Principal and classified para educator will formulate strategy to expand availability of certificated and classified staff for ELD instruction (i.e., common schedules, additional staff, etc.)
- Schedules will be adjusted and implemented as necessary to implement strategy
- Staff will document activities and contact resulting from strategy
- CELDT assessment will be scheduled as early as possible for school year, i.e. August
- Principal and staff will evaluate program effectiveness

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 and Para Educator

Start Date : 8/25/2010

Completion Date : 6/12/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Certificated staff 50% from EIA	\$27,500
NCLB: Title III, Limited English Proficiency (LEP) Student Program	certificated staff 10% Title III	\$5,500

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 : 8/11/2010

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (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 : 9/1/2010

Completion Date : 6/11/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	babysitting for meetings	\$150
Economic Impact Aid: Limited English Proficiency (LEP)	parent training materials and supplies	\$76
Economic Impact Aid: Limited English Proficiency (LEP)	parent training materials and supplies	\$424

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 : 8/25/2010

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	calling parents to invite to conferences	\$150
Economic Impact Aid: Limited English Proficiency (LEP)	translation	\$500

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 : 4/1/2010

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	award certificates, medals, invitations, food	\$500

Action Title: CELDT Training and Testing

Means of Achievement: Monitoring program implementation and results

Tasks :

Administer CELDT assessment to English Learners for purpose of annual assessment of EL students' language development levels.

Measures :

CELDT training logs, count of administered CELDT tests, EL student CELDT results

People Assigned :

District EL Coordinator, Principal

Start Date : 7/1/2010

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	CELDT Training and Testing	\$1,000

Action Title: ELL Spanish Paraeducator

Means of Achievement: Increased educational opportunity

Tasks :

- ELAC parents advocated for increase in personnel for their ELL students
- Create a PC control form to hire a spanish speaking ELL paraeducator

Measures :

People Assigned :

- Principal
- Interview TEam

Start Date : 6/8/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	salary for bilingual paraeducator	\$4,000
Economic Impact Aid: Limited English Proficiency (LEP)	salary for bilingual paraeducator	\$4,000

# Fred T. Korematsu Elementary School at Mace Ranch 2011-12 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 : \$130,207

Total Annual Expenditures for Current School Plan: \$125,707

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$57,875	\$57,875	\$0
	After School Math Intervention		\$10,000	
	Build connectedness , safety and empathy for our students and staff		\$10,923	
	ELL Spanish Paraeducator		\$4,000	
	Instructional Materials Support		\$3,952	
	maximize resources for students below proficiency		\$28,000	
	Maximize Resources targeted to students below basic		\$1,000	
3105	NCLB: Title I, Even Start Family Literacy	\$585	\$585	\$0
	Regular and Open Communication with Families		\$585	
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$5,500	\$5,500	\$0
	EL Certificated Specialist		\$5,500	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$38,000	\$34,500	\$3,500
	EL Certificated Specialist		\$27,500	
	ELD Material Acquisition		\$1,000	
	ELL Spanish Paraeducator		\$4,000	
	Parent Involvement		\$650	
	Re-Classification Ceremony		\$500	
	Staff training		\$200	
	Translation		\$650	
7395	School and Library Improvement Block Grant	\$18,427	\$17,427	\$1,000
	Build connectedness , safety and empathy for our students and staff		\$6,327	
	Community-Building Events		\$1,000	
	Computer Specialist		\$8,600	
	Continue to build school identity		\$1,500	
3010	Title I District Reservation for Site Use	\$8,820	\$8,820	\$0
	Academic Conferencing		\$8,820	

Fred T. Korematsu Elementary School at Mace Ranch 2011-12  
 Single Plan For Student Achievement Report

7091	EIA-LEP District Reservation for Site Use	\$1,000	\$1,000	\$0
	CELDT Training and Testing		\$1,000	
Total amount of categorical funds allocated to this school:		\$130,207	\$125,707	\$4,500

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	6/6/2011
Teri Murphy	Classroom Teacher	757-5358	6/6/2011
Sujatha Branch	Parent or Community Member	branchola@gmail.com	6/6/2011
Jennifer Vinh	Parent or Community Member	jsvinh@sbcglobal.net	6/6/2011
Julie cuetara	Other School Staff	757-5358	6/6/2011
Elisa Levy	Parent or Community Member	530 220 5525	6/6/2011
Steve Inouye	Parent or Community Member	574 7122	6/6/2011
Susan Kirby	Parent or Community Member		6/6/2011
Janet Sitts	Classroom Teacher		6/6/2011
Maria Garcia	Classroom Teacher		6/6/2011

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:   |  | 6/6/2011  |
| 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<br>ELAC   |  | 5/18/2011 |
| 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:   |  | 5/28/2011 |
| 9.  | District Governing Board Annual Review Due Date:  |  | 6/16/2011 |
| 10. | This School Plan was adopted by the School Site Council at a public meeting on:   |  | 6/6/2011  |
| 11. | Attested by School Principal:   |  | 6/6/2011  |
| 12. | Attested by School Site Council Chairperson:  |  | 6/6/2011  |

Mary Ponce  
 \_\_\_\_\_  
 Typed name of school principal

\_\_\_\_\_  
 Signature of school principal

\_\_\_\_\_  
 Date

Elisa Levy  
 \_\_\_\_\_  
 Typed name of SSC chairperson

\_\_\_\_\_  
 Signature of SSC chairperson

\_\_\_\_\_  
 Date