2018-19 School Plan for Student Achievement

School: Zamora Elementary School

CDS Code: 57727100000000

District: Woodland Joint Unified School District

Principal: Dr. Felicia Wilson

Revision Date: October 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Zamora Elementary School's Vision and Mission Statements
Zamora Elementary School Pledge
As a Zamora Zoonie, I pledge to be safe, respectful and responsible too. I will put forth my best effort to be an active learner and achieve my personal best academically and socially.

School Vision
Students completing their education at Zamora Elementary School will have excellent academic, artistic, physical and social skill development so that they can become contributing members of society.

School Mission
Our mission at Zamora Elementary School is to provide positive educational experiences, which foster academic, social and personal success for all students, enabling them to become productive and responsible citizens in society.

Community and School Profile

Zamora Elementary School, as we know it today, opened its doors for the first time during the 1976-77 school year.   We have enjoyed a long history of academic achievements which incudes being awarded the Distinguished School of California Award three times. Zamora has become a cornerstone for the Woodland community. We have many second generation students attending our school which speaks to the high degree of parent and community support we receive on a daily basis.

Zamora Elementary School has an enrollment of approximately 500 students in Grades K-6. While many of our students come to us from families established in the surrounding neighborhood we also have a significant population of students whose families have open enrolled for admission at our site. Approximately 47% of the students are eligible for free/reduced lunches and 11% of the population speak a language other than English as their first language. The ethnic makeup of the student population is 50% Hispanic, 1% African American, 42% Caucasian, and 5.3% other. Our students come to us with a variety of life experiences. 13% are English Learners, 13% are Gifted and Talented, 17% are in Special Education, .6% are foster, .6% are migrant ed, and 44% of our students are unduplicated.

The staff consists of 23 teachers, 10 instructional assistants, and 13 additional support staff members, including the Principal, Librarian, Nurse, Psychologist, RSP, Speech Therapist, English Language Specialist, Attendance Clerk, Office Coordinator, and Custodial Staff. The school supports three special day classes, three moderate to severe classrooms servicing students in grades PreK through 6th. The staff at Zamora have focused on the use of technology in the classroom and each room is equipped with a teacher laptop, document camera, and in kindergarten -6th grade classes utilize Chrome books and I pads for student use. Our 5th and 6th grade students are able to bring their Chrome books home daily for use on homework and research. All teachers here at Zamora are deemed highly qualified by the California Commission for Teacher Credentialing and the federal No Child Left Behind Act. In addition to being highly qualified, nearly all of our teachers have many years of experience both in the district and at Zamora.

Zamora has an active PTA with over 75% of the parents participating in volunteer efforts at the school in some capacity. Our PTA sponsors several community based events throughout our school year that bring together not only our school community but our surrounding neighbors as well. We have an active school garden program that receives support from our local Rotary and Farm to Fork programs.

Being a Zamora Zoonie brings a sense of pride to oneself. Students that exit our school are set up for success in their future educational endeavors. Our staff takes to heart our district motto of providing students with - numeracy, literacy, and 21st century skills in a safe and caring environment.

Comprehensive Needs Assessment Components

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Data Analysis
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Please refer to the School and Student Performance Data section where an analysis is provided.

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Surveys
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This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Information about the needs of the school community is collected through parent leadership groups at Zamora: the School Site Council, ELAC, and PTA. Each year, the School Site Council gathers to determine the effectiveness of the previous year's initiatives and expenditures by considering student data and any upcoming changes for the current year at Zamora. ELAC and PTA both hold specific meetings to discuss the needs of the parents and stakeholder groups. The results of the these input sessions are used to guide the development of the site plan and allocation of resources.

As Zamora Elementary navigates the 2018-2019 school year, our leadership team meets to evaluate the effectiveness of current program and services provided by the school. SBAC and RESULTS data is reviewed and goals are established to help drive programmatic and grade level focus. Through the review of data and student achievement, our team, with the help of an outlined process - plan for implementation- we have been able to build upon our initial goal of Close Reading and expand it to Close Reading across curricular areas - students will become independent in close reading strategies across curriculum as evidenced by their annotations or text, references to evidence from text, ability to have evidenced based conversations and to articulate their reason for reading - to close reading in mathematics with the use of math discourse and being able to articulate through words or written text the reasonableness of an answer. Specifically our focus was to work with our students on mathematical reasoning through problem solving in word problems. Our school wide focus on ELA and Math was determined through the following analysis:

SBAC ELA:

Meets or Exceeds: 60%
Nearly or Not Met: 40%

SBAC Math:

Meets or Exceeds: 52%
Nearly or Not Met: 48%

While we are proud of our students' successes we do acknowledge that we have a long way to go to move all students into the meets or exceeds category. Our school implementation plan for the 2017-2018 school year defines our steps towards achieving the goal of moving student into that category. We will build our 2018-2019 implantation plan based off of the results of the spring SBAC and RESULTS scores in early fall of 2018.

Additionally we are supporting our teachers in their understanding and building of strategies to best support and instruct the California State Standards. Activities as teacher teams, site leadership trainings, academic conferences, professional development days, school led professional development opportunities, and instructional rounds are all being utilized to support our teachers' understanding and instruction around these standards,

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal will complete weekly classroom walkthroughs and observations along with yearly District level walkthroughs.

Classroom observation is an integral part of the culture at Zamora Elementary. We follow the district negotiated time line for formal teacher evaluations - this includes formal observations and feedback. Additionally, teachers participate in teacher led observations through the use of the teacher team process to observe and provide feedback based upon evidence of student learning. These teams are provided time to calibrate student work and share strategies to support the school implementation plan. Included in this process is that principal participates in informal walk throughs and provides feedback based upon visible evidence of student learning. Next steps are created and teachers are included in this conversation and development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Spring 2017 SBAC test results for grades 3-6 have been reported. The following information was noted as an all school percent at

the claim level for English language arts and mathematics:

Reading:
Above grade level   32%
At or near grade level   43%
Below Standard   23%

Writing:
Above grade level   36%
At or near grade level   45%
Below Standard   18%

Listening
Above grade level   24%
At or near grade level   59%
Below Standard   15%

Research/Inquiry:
Above grade level   35%
At or near grade level   48%
Below Standard   16%

Concepts and Procedures:
Above grade level   37%
At or near grade level   33%
Below Standard   28%

Problem Solving & Data Analysis:
Above grade level   26%
At or near grade level   46%
Below Standard   27%

Communicating Reasoning:
Above grade level   27%
At or near grade level   51%
Below Standard 21%

Although there were areas of growth, we recognize that our subgroups require support to close the achievement gap at Zamora, the academic program was overall meeting performance goals.

Our suspension numbers are low, and our attendance data was almost 97%.

Standards, Assessment, and Accountability

1.   Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Prior to the start of a new school year, teachers review the SBAC, CMA, CAPA, RESULTS and I Ready data from the previous school year to make initial instructional decisions. All testing will provide us with critical information regarding academics. Then, throughout the school year, teachers review data from CELDT/LPAC; RESULTS; District Benchmark Assessments for ELA and mathematics; and classroom formative assessments to make instructional decisions appropriate for their students. The educational focus at Zamora is providing students with a strong basis in literacy, numeracy and 21st century skills by planning instruction and incorporating strategies to meet the learning needs of all students including acceleration, differentiated instruction, in class interventions, and RTI models. Therefore, data analysis, collaboration and professional development throughout the year is narrowly focused in such areas.

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

    Student Progress is monitored through collaborative Wednesday activities. Teachers identify target standards, discuss and agree upon instructional strategies, and analyze student work. With additional coaching in the 2017-2018 school year - teachers utilized a PLC model for collaboration time.

Staffing and Professional Development

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

    All staff at Zamora School are highly qualified under NCLB.

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

    The district offers a program of professional development for the instructional materials that have been adopted and offers courses to update teachers who have changed grade levels.

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

    We have a comprehensive professional development program aligned with the district-wide expectations and calendar for professional development. The process of developing the school plan supports our analysis of data to establish goals for the following year. Our local assessments continue to be evaluated to ensure alignment to standards. Data from the local assessments are used to plan future lessons including differentiated instruction and research-based instructional strategies for student tasks, addressing academic vocabulary and student engagement. Collaborative Wednesdays are used for professional development, data driven cycle of inquiry, and instructional sequencing.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    Staff at Zamora are included in training throughout the year to support their use of the state adopted curriculum and several are in the process of being trained as coaches to support the implementation of instructional programs on campus.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

    Collaboration days are scheduled on early release Wednesdays. Additional days are taken throughout the year to hold academic conferences, instructional learning rounds, and to analyze student data.

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

The Zamora Elementary staff and administration is committed to ensuring our curriculum and instruction are aligned with State standards, and materials support these efforts. Math, ELD, social studies, science, physical education and language arts instruction will be aligned to the State standards and will be aligned from grade to grade using adopted materials. Teachers identify key standards for student success at each grade level. Our collective focus for this school year has been a systematic approach to increasing discourse in mathematics through the use of close reading and an in depth view of the 8 mathematical practices as a way to support Common Core State Standards (CCSS) in order to prepare for a the 2017-2018 SBAC test..

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

All classroom schedules are monitored by the administration for instructional minutes in ELA and Math. Walkthroughs are conducted to assure these schedules are accurate.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our school holds weekly collaboration meetings with grade levels to complete pacing schedules for ELA and math. Teachers have been provided those schedules and use them to guide their instructional plans. Administration does walkthroughs to monitor pacing and best first instruction.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity in each subject area. District adopted language arts, ELD, science, social studies, and math materials that follow the State standards are used. Supplementary materials will be purchased as needed in areas not adequately covered by adopted materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students at Zamora have access to SBE adopted instructional materials, including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

District and site funding provides professional development opportunities for staff to investigate best practices in interventions and implement these practices consistently. All students have access to the core curriculum at their level and interventions are provided as needed. Staff works collaboratively to ensure our interventions during the day do not interfere with the teaching of the core curriculum.

14. Research-based educational practices to raise student achievement

Following are practices Zamora uses in an ongoing effort to raise student achievement:
*Teachers meet to engage in the data driven cycle of inquiry during Academic Conferences. During this time, teachers analyze student assessment data (including student work); plan for future instruction; and determine appropriate interventions for remediation and acceleration.
*All general education teachers use the District-adopted curriculum and ancillary materials for English language arts. Special education teachers make necessary curricular modifications to ensure the each student's IEP goals for English language arts are met.
*All teachers provide the required instructional minutes for all subjects, including Physical Education.
*The principal completes weekly classroom walkthroughs and observations.
*Teachers provide opportunities for students to participate in activities applicable to their local and global communities and aligned with grade-level standards and expectations.
*The site GATE liaison works with teachers to establish rigorous goals and curricular alternatives for all GATE students.
*The site RTI specialist is consulted by teachers and used as support for students in academic and behavioral need.
*District provided site counselors are used for students who struggle social emotionally with school like behaviors.
*District provided MTSS counselors are utilized to help reach our Tier 3 supports for students in academic and social emotional struggles.
*The RSP teachers works with teachers to establish rigorous goals and curricular alternatives for intensive and special education students.
*All teachers use research-based academic content vocabulary strategies to address the literacy needs of English learners and low-achieving students.
*All teachers use research-based strategies to deliver core content instruction to English language learners.
*Teachers seek out and participate in professional development to improve their instructional delivery of research-based strategies.
*Instructional technology to support classroom instruction is purchased as funds allow.
*Data is reviewed and analyzed on an ongoing basis throughout the year to ensure students are mastering the material.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Teachers and the administration communicate consistently through curriculum letters, school-wide newsletters, web site information, e-mail, conferences, and parent education nights. Blackboard is also a tool used frequently for communication to families. We also provide a variety of after-school activities to provide outlets for students. Zamora Elementary has a full-time speech therapist and a 1.5 allocation for an RSP teacher. We also have a part-time nurse, counselor, and school psychologist. The school staff can also reach out to outside resources or agencies,usually through the SST process as appropriate to support students or families.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Zamora School has an operating and active School Site Council and English Language Advisory Council in addition to a hard working PTA. All parent groups serve in an advisory role to the development of school programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

A change to the 2018-19 school budget has been proposed. Zamora will now be able to access categorical funds, specifically Title 1 funding, to provide interventions beyond what the site has been able to provide in the past. Currently, extra support is given to students who are performing below grade level with support from a district supported RTI teacher, in classroom interventions and using the universal access pieces of our adopted curriculums. As of now extra funds are designated for materials and resources to support students needing additional assistance and instruction. Additionally funding will support the use of credentialed personnel to strengthen current reading achievement in the primary grades as to ensure on grade level reading by the third grade.

18. Fiscal support (EPC)

   Zamora School receives Title 1, 7090, LCAP supplemental concentration, and discretionary funding.

IV. Description of Barriers and Related School Goals

Over the past few years the economic status of the students at Zamora has been changing. Our students are presenting with a higher socioeconomic need. This need has reached a point in which we are now considered to be eligible for Title 1 supports. Through grants as EEBG we were able to provide our teachers with much need site specific professional development. We hope to see the benefits of this professional development on student achievement in the 2018-2019 school year. We have also been experiencing a growing need for additional resources for student social emotional needs, and support of academic interventions at Zamora. While newly acquired Title 1 funds will help support some of this need, funding still presents as a barrier to obtaining these supports.

Additionally, a significant barrier to student achievement can be attendance.   Attendance is a concern of ours at Zamora. We have a significant number of students who request independent student packets because they leave school for personal reasons for more than 5 days at a time. We also have a number of students who are considered chronically absent. While our attendance liaison is helping with follow through with this issue, we do recognize that at Zamora many of our chronically absent students are our medically fragile students that are in our self contained special education classrooms.

Facilities is another significant barrier to our school's progress. We have an undersized school cafeteria that does not allow us the flexibility to house the needed students for lunches. This forces us to expand our lunch periods which in turn affects our instructional blocks. That coupled with no classroom (open) space to allow for flexible grouping, support staff to meet with students, room for band instruction, or for indoor activities during inclement weather - we are forced to double up which creates non ideal learning conditions.

Community shifts are starting to occur in our school area. There has been marked growth in our attendance area. Young families with school aged children are beginning to move into our neighborhood. There has been less movement of students out of Zamora, and more neighborhood students entering our school. We continue to take students on open enrollment and inter/intra district transfer where space permits. Though this number is decreasing as space at Zamora is at a premium.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All Students												
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	76	55	55	74	54	53	74	54	53	97.4	98.2	96.4
Grade 4	88	70	55	80	68	54	79	68	54	90.9	97.1	98.2
Grade 5	90	79	69	82	72	68	82	72	68	91.1	91.1	98.6
Grade 6	63	83	79	60	80	74	60	80	74	95.2	96.4	93.7
Grade 7	1			0			0			0		
All Grades	318	287	258	296	274	249	295	274	249	93.1	95.5	96.5

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All Students															
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2430.7	2428.1	2477.6	32	29.63	50.94	15	20.37	16.98	27	29.63	16.98	26	20.37	15.09
Grade 4	2485.9	2503.9	2516.2	34	47.06	46.30	27	20.59	24.07	16	13.24	12.96	23	19.12	16.67
Grade 5	2500.0	2517.9	2544.8	21	25.00	38.24	30	37.50	26.47	23	16.67	17.65	26	20.83	17.65
Grade 6	2549.2	2513.9	2543.4	17	13.75	20.27	45	28.75	41.89	25	28.75	18.92	13	28.75	18.92
Grade 7	*			*			*			*			*		
All Grades	N/A	N/A	N/A	26	28.10	37.35	28	27.37	28.51	23	21.90	16.87	22	22.63	17.27

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Reading — Demonstrating understanding of literary and non-fictional texts									
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	29.63	45.28	46	38.89	37.74	27	31.48	16.98
Grade 4	28	39.71	33.33	44	39.71	53.70	28	20.59	12.96
Grade 5	26	26.39	39.71	41	51.39	39.71	33	22.22	20.59
Grade 6	18	20.00	24.32	63	47.50	51.35	18	32.50	24.32
Grade 7	*			*			*		
All Grades	25	28.47	34.94	48	44.89	45.78	27	26.64	19.28

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	27	24.07	41.51	49	55.56	39.62	24	20.37	18.87
Grade 4	34	51.47	46.30	43	27.94	42.59	23	20.59	11.11
Grade 5	28	31.94	42.65	43	55.56	45.59	29	12.50	11.76
Grade 6	30	20.00	33.78	50	50.00	48.65	20	30.00	17.57
Grade 7	*			*			*		
All Grades	30	31.75	40.56	46	47.08	44.58	24	21.17	14.86

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	14	18.52	26.42	70	62.96	64.15	16	18.52	9.43
Grade 4	19	33.82	22.22	67	47.06	70.37	14	19.12	7.41
Grade 5	12	22.22	25.00	71	66.67	63.24	17	11.11	11.76
Grade 6	25	12.50	29.73	68	60.00	52.70	7	27.50	17.57
Grade 7	*			*			*		
All Grades	17	21.53	26.10	69	59.12	61.85	14	19.34	12.05

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	22	22.22	50.94	53	61.11	37.74	26	16.67	11.32
Grade 4	35	48.53	50.00	51	35.29	44.44	14	16.18	5.56
Grade 5	34	29.17	45.59	52	55.56	38.24	13	15.28	16.18
Grade 6	37	20.00	27.03	55	55.00	60.81	8	25.00	12.16
Grade 7	*			*			*		
All Grades	32	29.93	42.17	53	51.46	46.18	16	18.61	11.65

Conclusions based on this data:

1. Our participation rates remain consistent for all grades.

2. In grades 4 and 5 students overall achievement grew in the area of exceeds and standards met categories.

3. In grades 6 we have not shifted students to the met or exceeds standards categories. If you follow the cohort - we have lost ground in all student achievement levels. While in the grade 3 cohort improvements were made across all achievement categories.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	76	55	55	74	53	53	74	53	53	97.4	96.4	96.4
Grade 4	88	70	55	80	68	53	79	68	53	90.9	97.1	96.4
Grade 5	90	79	69	82	72	68	82	72	68	91.1	91.1	98.6
Grade 6	63	83	79	61	79	73	61	79	73	96.8	95.2	92.4
Grade 7	1			0			0			0		
All Grades	318	287	258	297	272	247	296	272	247	93.4	94.8	95.7

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

	Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2427.8	2435.7	2462.8	19	26.42	32.08	24	26.42	26.42	30	13.21	30.19	27	33.96	11.32
Grade 4	2479.9	2497.4	2506.7	14	32.35	39.62	33	32.35	22.64	39	16.18	20.75	14	19.12	16.98
Grade 5	2516.5	2514.5	2536.0	24	18.06	36.76	21	20.83	22.06	28	44.44	20.59	27	16.67	20.59
Grade 6	2561.1	2537.1	2541.6	28	26.58	26.03	31	17.72	28.77	25	34.18	24.66	16	21.52	20.55
Grade 7	*			*			*			*			*		
All Grades	N/A	N/A	N/A	21	25.74	33.20	27	23.90	25.10	31	28.31	23.89	21	22.06	17.81

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	31	37.74	39.62	35	26.42	39.62	34	35.85	20.75
Grade 4	24	47.06	49.06	48	29.41	30.19	28	23.53	20.75
Grade 5	38	29.17	47.76	34	43.06	31.34	28	27.78	20.90
Grade 6	41	34.18	35.62	31	39.24	34.25	28	26.58	30.14
Grade 7	*			*			*		
All Grades	33	36.76	42.68	38	35.29	33.74	29	27.94	23.58

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	20	28.30	37.74	50	37.74	43.40	30	33.96	18.87
Grade 4	19	32.35	30.19	46	35.29	49.06	35	32.35	20.75
Grade 5	20	19.44	30.88	50	58.33	42.65	30	22.22	26.47
Grade 6	28	18.99	20.55	51	54.43	50.68	21	26.58	28.77
Grade 7	*			*			*		
All Grades	21	24.26	29.15	49	47.43	46.56	30	28.31	24.29

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	23	32.08	43.40	58	52.83	47.17	19	15.09	9.43
Grade 4	20	32.35	37.74	56	42.65	39.62	24	25.00	22.64
Grade 5	23	18.06	34.33	48	56.94	40.30	29	25.00	25.37
Grade 6	18	21.52	21.92	59	48.10	54.79	23	30.38	23.29
Grade 7	*			*			*		
All Grades	21	25.37	33.33	55	50.00	45.93	24	24.63	20.73

Conclusions based on this data:

1. While we maintained our achievement levels in math and ELA - we had the greatest amount of movement between students that met standards to above standards.

2. We also noted that students moved from below standard to nearly met.

3. Our greatest work remains with our group as a whole - moving from levels of nearly met to met standards. Specific goals are to work on our students with disabilities, our EL, and our socioeconomically disadvantaged sub groups as the achievement gap is most prevalent with them.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K										***				***	
1	20	7		40	47		40	20						27	
2				43	20		29	40		14	20		14	20	
3		13		13	25		75	38			13		13	13	
4	10				20		60	40		20			10	40	
5	13	30		20	10		47	30		13	10		7	20	
6					20		50	60			10		50	10	
Total	7	9		17	25		50	34		11	7		15	25	

Conclusions based on this data by levels:

1. A majority of our younger students are entering school at the Intermediate or Early Advanced level.

2. Our older students are spread out between Beginning to Intermediate and Early Advanced for the majority of students. The students falling at the beginning level our students in our SDC classes, or who are students with severe disabilities that struggle with communication.

3. Our number of EL students has dropped significantly in the past two years as our students are redesignating and our rate of incoming EL students is diminishing.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				8			25	29		25	14		42	57	
1	20	7		40	47		40	20						27	
2				43	20		29	40		14	20		14	20	
3	11	13		11	25		67	38			13		11	13	
4	10				20		60	40		20			10	40	
5	13	30		20	10		47	30		13	10		7	20	
6					20		44	60			10		56	10	
Total	7	8		15	23		45	35		12	8		21	25	

Conclusions based on this data <u>by levels</u>:

1. A majority of students fall at the Intermediate level for our school site.
2. The students who are falling at the beginning level do include our students in our SDC classes or are students with autism who do struggle with language/communication.
3. 16 students have reached early advanced to advanced, and that does vary by grade level.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(orange)	5	4
English Learner Progress (1-12)	(orange)	1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	(yellow)	5	4
Mathematics (3-8)	(yellow)	5	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: (red) Red (Lowest Performance)   (orange) Orange   (yellow) Yellow   (green) Green   (blue) Blue (Highest Performance)

Conclusions based on this data:

1. We have improvements to make in all areas.

2. We have an achievement gap.

3. Our English Learner progress is significantly low for our school,

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate		510	Medium 1.4%	Increased +0.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		510	Medium 1.4%	Increased +0.3%
English Learners		63	High 4.8%	Increased Significantly +4.8%
Foster Youth		3	*	*
Homeless		9	*	*
Socioeconomically Disadvantaged		234	Medium 2.6%	Increased +0.7%
Students with Disabilities		100	High 4%	Increased Significantly +3%
African American		6	*	*
American Indian		10	*	*
Asian		5	*	*
Filipino		7	*	*
Hispanic		253	Medium 2.4%	Increased +1.2%
Pacific Islander		2	*	*
Two or More Races		13	Very Low 0%	Maintained 0%
White		210	Very Low 0.5%	Declined -0.4%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. We are doing well in the area of suspensions. Only 3 incidents for the entire school year - though the students that were suspended did represent more than one category - Hispanic, socioeconomically disadvantaged and students with disabilities.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		60	Low 66.7%	Declined -3.8%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 4.8%	Increased Significantly +4.8%
English Learner Progress (1-12)		Low 66.7%	Declined -3.8%
English Language Arts (3-8)		Low 63 points below level 3	Declined -14.3 points
Mathematics (3-8)		Low 67.3 points below level 3	Declined -7.4 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. We have work to do in this area - both in math and language arts in our progress for our EL students We declined in both areas.

2. Our suspension data is skewed as it represents three incidents on campus for the entire school year.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)		270	Medium 5.3 points above level 3	Maintained -1.2 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		270	Medium 5.3 points above level 3	Maintained -1.2 points
English Learners		43	Low 63 points below level 3	Declined -14.3 points
Foster Youth		3	*	*
Homeless		6	*	*
Socioeconomically Disadvantaged		120	Low 32.3 points below level 3	Declined -8.5 points
Students with Disabilities		40	Very Low 105.1 points below level 3	Maintained +0.7 points
African American		2	*	*
American Indian		2	*	*
Filipino		6	*	*
Hispanic		136	Low 16.1 points below level 3	Maintained -0.3 points
Pacific Islander		2	*	*
Two or More Races		8	*	*
White		112	High 20.9 points above level 3	Maintained -1.3 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	22	Medium 7.7 points above level 3	Declined Significantly -49.8 points
EL - English Learner Only	21	Very Low 137.1 points below level 3	Declined Significantly -50.7 points
English Only	221	High 16.6 points above level 3	Maintained +1.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	11	54.5%	45.5%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. We have a relatively small group(11) students that take the CAA - the student achievement on the performance levels are split between level 1 and 2. This indicates room for growth and improvement.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)		268	Medium 4.9 points below level 3	Maintained -1.1 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		268	Medium 4.9 points below level 3	Maintained -1.1 points
English Learners		43	Low 67.3 points below level 3	Declined -7.4 points
Foster Youth		3	*	*
Homeless		6	*	*
Socioeconomically Disadvantaged		119	Low 45.1 points below level 3	Declined -4.7 points
Students with Disabilities		40	Very Low 107.7 points below level 3	Declined -12.4 points
African American		2	*	*
American Indian		2	*	*
Filipino		6	*	*
Hispanic		135	Low 28.4 points below level 3	Maintained -0.3 points
Pacific Islander		2	*	*
Two or More Races		8	*	*
White		111	High 16.7 points above level 3	Maintained -1.3 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	22	Medium 13.2 points below level 3	Declined Significantly -39.1 points
EL - English Learner Only	21	Very Low 123.9 points below level 3	Declined Significantly -33.6 points
English Only	219	High 5 points above level 3	Maintained 0 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
Mathematics (3-8)	11	36.4%	63.6%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. For our all student group we maintained our status and achievement level of medium.

2. Our most significant decline in mathematics is with our students with disabilities.

3. We have an achievement gap between our all students and our El, socioeconomically disadvantaged and our students with disabilities.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	70.5%	66.7%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator		
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	6.5 points above level 3	5.3 points above level 3
Mathematics	3.8 points below level 3	4.9 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017
English Language Arts		
Mathematics		

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. We have lost some ground in language arts and in mathematics, our shift is between the met and exceed standards rather that the does not meet and met standards.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	1.1% (6)	1.4% (7)

Conclusions based on this data:

1. We are highly successful in keeping students at school in a positive and productive environment with only 7 incidents I=of suspension for the entire school year - an insignificant increase from the prior year.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	**2015**	**2016**	**2017**
Graduation			

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students		🟠	🟠		🟡	🟡	
English Learners		🔴			🟠	🟠	
Foster Youth							
Homeless							
Socioeconomically Disadvantaged		🟠			🟠	🟠	
Students with Disabilities		🔴			🔴	🔴	
African American							
American Indian							
Asian							
Filipino							
Hispanic		🟠			🟠	🟠	
Pacific Islander							
Two or More Races							
White		🔵			🟢	🟢	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. We have an achievement gap - between all students and our English Language Learners, socioeconomically disadvantaged, and our students with disabilities.

2. Though our suspension data looks skewed - it represents only three incidents of suspension or the entire school year.

3. Our white students are outperforming all groups.

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

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

LEA GOAL:
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills through high quality, effective teaching and learning.
Data Used to Form this Goal:
All Students Using the 2016-17 SBAC scores as a baseline for our data: • 189 Zamora students from grades 3-6 were tested o 33.9% exceeded state ELA standards o 25.9% met state ELA standards o 20.1% of students nearly met ELA state standards o 20.1% did not meet ELA state standards This shows that the number of Zamora students at the meets or exceeds standard level has improved by nearly 5% in ELA from the 2015-16 school year. • 189 Zamora students from grades 3-6 were tested o 25.4% exceeded state Math standards o 26.5% met state Math standards o 25.9% of students nearly met Math state standards o 22.2% did not meet Math state standards This shows that the number of Zamora students at the meets or exceeds standard level improved by nearly 4% in math from the 2015-16 school year. Student Groups English Learners:

Using the 2016-17 SBAC scores as our data:
- 12 EL students from grades 3-6 were tested

o 0 students met or exceeded state standards in ELA

o 0 students nearly met in ELA

o 12 students did not meet state standards in ELA
- 12 EL students from grades 3-6 were tested

o 0 students met or exceeded state standards in Math

o 2 students nearly met in Math

o 10 students did not meet state standards in Math

Socioeconomically Disadvantaged:

Using the 2016-17 SBAC scores as our data:
- 96 students from grades 3-6 were tested

o 48% of students met or exceeded state standards in ELA

o 18.7% of students nearly met in ELA

o 33.3% of students did not meet state standards in ELA

This shows that the number of Zamora students at the meets or exceeds standard level has improved by nearly 10% in ELA from the 2015-16 school year.
- 96 students from grades 3-6 were tested

o 36% of students met or exceeded state standards in Math

o 26% of students nearly met in Math

o 36.2% of students did not meet state standards in Math

This shows that the number of Zamora students at the meets or exceeds standard level has improved by nearly 6% in Math from the 2015-16 school year.

Foster Youth:

Using the 2016-17 SBAC scores as our data:
- 2 students from grades 3-6 were tested

o 2 students met or exceeded state standards in ELA
- 2 students from grades 3-6 were tested

o 1 student met or exceeded state standards in Math

o 1 student nearly met state standards in Math

Students with Disabilities:

Using the 2016-17 SBAC scores as our data:

- 23 students from grades 3-6 were tested

o 22% of students met or exceeded state standards in ELA

o 8.7% of students nearly met in ELA

o 69.6% of students did not meet state standards in ELA

This shows that the number of Zamora students at the meets or exceeds standard level has improved by nearly 9% in ELA from the 2015-16 school year.

- 23 students from grades 3-6 were tested

o 22% of students met or exceeded state standards in Math

o 26.1% of students nearly met in Math

o 52.2% of students did not meet state standards in Math

This shows that the number of Zamora students at the meets or exceeds standard level has declined by nearly 11% in Math from the 2015-16 school year.

White:

Using the 2016-17 SBAC scores as our data:

- 79 students from grades 3-6 were tested

o 66% of students met or exceeded state standards in ELA

o 21.5% of students nearly met in ELA

o 12.7% of students did not meet state standards in ELA

- 79 students from grades 3-6 were tested

o 59% of students met or exceeded state standards in Math

o 29.1% of students nearly met in Math

o 11.4% of students did not meet state standards in Math

From this data our stakeholders have concluded that the attached course of action, implementation of a planned program of utilizing close reading across subject matter, with a concentration on math discourse to better support our students with disabilities, our EL students, and our socioeconomically disadvantaged subgroups is where our focus for impact will be. As our achievement gap is not showing movement in the direction of closing our focus on teaching practices that will support student development in understanding and being able to explain reasonableness of an answer is imperative to help strengthen foundational skills for our students. The focus of our work and professional development for the 2017-18 year should result in an impact on student achievement in the claim area of problem solving and modeling as well as communicating reasoning. However, we do need more time to determine the full impact of our school wide focus for the 17-18 school year on the students' performance on SBAC. Please

reference attachments 1-4 as support to planning for goal 1.

Additional resources that will be provided from title 1 funding will help to support our neediest groups of students. What we provide all students through quality first instruction is _____. Additional supports will be put in place in grades two and three to help ensure on grade level reading by the time our students exit third grade. This will come in the form of classroom a credentialed teacher to push into our classes and reduce the number of students learning concepts.

Findings from the Analysis of this Data:

Literacy - We will not be able to conclude any results from our implementation of the newly adopted k-3 and 4-6 language arts programs until the 17-18 SBAC scores are reported. We have suspended the use of district unit assessments for this school year. However - we are utilizing I ready diagnostic results as a guiding tool for student improvement. Thus far the two diagnostic results for the fall and winter have shown that while we have 50% of our student group at or above grade level in language arts proficiency (80%) we have none above the level in our EL group, only 15% above in our low income group and only 1 of 3 students above in our foster youth subgroup. This helps to substantiate the achievement gap that SBAC highlights.

Numeracy - The 2016-17 SBAC data reveals the need for all Zamora students to improve in math. On I ready diagnostics in the 17-18 school year, 52% of Zamora students scored at or above grade level. While our subgroups of EL, low income, and foster youth came in significantly below this. Again, this substantiates the findings from our 2017-2018 SBAC results.

21st Century Skills -Students at Zamora need increased opportunities to develop listening and speaking skills, keyboarding skills, presentation skills, and the use of technology tools to assist them in higher level, complex learning tasks, and collaboration within their learning tasks.

How the School will Evaluate the Progress of this Goal:

Process of Evaluation for literacy and numeracy: Data Driven Cycle of Inquiry for literacy, numeracy, and 21st century skills -

August - November. 1) Interpret classroom assessments, RESULTS, I ready ELA and Math diagnostic assessments, ELA and math data from spring of 2018 SBAC. 2) Collaborate to determine instructional sequence for trimester 1 including intervention for remediation (RTI support) and acceleration October - December. 1) Administer and Classroom Assessments, RESULTS, I Ready diagnostics, and math assessments for trimester 1. 2) Review classroom assessments, RESULTS, math, and classroom generated data from trimester 1. 3) Collaborate to determine instructional sequence for trimester 2 including intervention for remediation and acceleration

January - March. 1) Administer classroom assessment, RESULTS, I Ready, and math assessments for trimester 2. 2) Review classroom assessments, RESULTS, math and classroom generated data from trimester 2. 3) Collaborate to determine instructional sequence for trimester 3 including intervention for remediation and acceleration. 4) SST referrals in place to insure placement by end of year

April - June. 1) Administer SBAC assessment in English language arts, math, 5th grade science, and RESULTS assessments for trimester 3. 2) Review Classroom Assessments, RESULTS, math and classroom generated data from trimester 3. 3) Collaborate to reflect upon the 2018-2019 implementation plan and plan of instructional sequence and interventions for remediation and acceleration (including RTI specialist support), and to determine possible refinements for the 2019-2020 school year.

First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.1 Supplemental intervention materials needed to support equal access to rigorous education for all students.	Resources will be acquired as the data shows a need during the 2018-19 school year.	RTI Specialist, Principal, Grade level leaders	SiPPS or other intervention materials	Title I Part A: Basic Grants Low-Income and Neglected	1500
			Breaking the Code	Title I Part A: Basic Grants Low-Income and Neglected	1000
			science site license	Title I Part A: Basic Grants Low-Income and Neglected	623
1.2 Library resource materials will be purchased to support instruction in the core curricular areas; priority will be given to support student achievement in reading comprehension.	Resources will be acquired as the data shows a need during the 2018-2019 school year.	Librarian, Principal	Various Resources and Books	Supplemental/Concentration	500
1.3 Staff can participate in professional development with PLC coaching, Close Reading, mathematical Practices, Critical thinking skills, higher level Rev. Bloom's questioning, explicit teaching of academic vocabulary, SiPPS, etc as needed, and as available.	During the 2018-2019 school year as training is offered at the district or site level	District, Principal	Training/Learning Rounds	Supplemental/Concentration	5000
			Staff retreat/work day prior to school starting	Supplemental/Concentration	5000
1.4 Students will participate in reading programs to encourage them to read outside of school hours so as to increase their reading fluency. Scholastic News increases students amount of non fiction reading opportunities.	These will be ordered as funding becomes available. PTA may be able to support as needed.	All Staff	iReady - Web-based - provided by the district	None Specified	0
			Scholastic Storyworks, Scholastic Spin • PTA reimbursement specified • original PO for $3600 will be from sup/concentration funds	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Local Library Programs Classroom Reading Logs Book Reports Community Readers in Classrooms "Million Word" Challenges	None Specified	0
1.5 - Professional development opportunities in technology application, use, in classrooms	18-19 school year	Teacher, Principal	During Wednesday meeting time, or from district trainings that arise through year	None Specified	0
1.7- Staff will continue to participate in staff development opportunities and coaching with our adopted language arts, ELD, and math curriculum. The continutation of our 2017-18 Implementation Plan of close reading across curriculums with an emphasis on math discourse and reasonableness of an answer will continue onto the 2o18-19 school year and will be a focus for our site leadership and teacher teams.	Throughout 18-19 school year	Staff, Principal, RTI specialist, district, teacehr teams, and site leadership	Best First Instruction; Integration of mathematical practices Check in support with math coach from 2017-2018 school year	Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration Title I Part A: Basic Grants Low-Income and Neglected	3000 2753 4247
1.8- Students will work with online math resources	Aug 2018-June 2019	Staff, principal	IXL math software program • partial PTA funded • PTA reimbursement specified I Ready - district supported platform	Supplemental/Concentration None Specified	4000 0
1.9 - Interventions will be delivered and materials may be required for instructional/intervention need.	18-19 school year	RTI specialist, principal	Math support instructional materials to support intervention in math	Supplemental/Concentration	500
1.10 Interventions and additional support, will be implemented for students during the school day to support students with standard mastery through the response to intervention model	18-19 school year	RTI Teacher, Principal, grade level leaders	k-6 coaching and student support during the school day support materials needed to provide targeted focus on standards	None Specified Supplemental/Concentration	0 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			2-3 grade focus with a push in model for reading instruction to support on grade level reading targets for students	Title I Part A: Basic Grants Low-Income and Neglected	12429
				Supplemental/Concentration	10000
1.11 Student supplies and materials for instructional use for all students	2018-2019 school year	Principal/Office Coordinator	$300 / student classroom	Site Discretionary	800
				Supplemental/Concentration	5000
			Risographics-masters and copies for classroom instruction (approx. $100/ teacher)	Supplemental/Concentration	2500
1.12 Copy machine for intervention materials, access to instructional materials, and homework for all students	2018-2019 school year	Principal/Office Coordinator	Maintenance and supplies for Riso	Site Discretionary	3000
			Lease, maintenance and supplies for Xerox	Supplemental/Concentration	4900
1.13 Paper for student instructional use and communication with families	2018-2019 school year	Principal/Office Coordinator	4 boxes of paper / teacher / year	Site Discretionary	1800
				Supplemental/Concentration	500
1.14 Technology instruction and programs will be used to develop skills in keyboarding, standardized practices, ca standards instruction, essays, and reports.	2018-2019 School Year	Principal/teachers	Keyboarding sotware	None Specified	0
			Access to technology software to use and install on ipads/ chromebooks	None Specified	0
			Access to materials and instruction to support California standards instruction	Site Discretionary	1275

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

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

LEA GOAL:
All students will graduate high school and be competitively college and career ready through personalized learning.
Data Used to Form this Goal:
Post-secondary data suggests that students who enroll in college are not prepared to take college level coursework. College and Career Readiness is a priority for WJUSD, however, students who are graduating are not meeting A-G requirements, and are having to take remedial classes in ELA and Math when they enroll in college. Student engagement continues to take priority in what we offer in our elementary program by way of extra curricular activites. Engaging the students in alternative learning - ie. art, technology, science, physical exercise, and fine arts - was a focus in the 2017-2018 school year. Each course we offered was expanded because of increased student enrollment and interest. Parent feedback from surveys were positive and student feedback via surveys were asking for more opportunities. This has encouraged us to expland our program for the 2018-2019 school year. AVID has been a focus of our 3-6 grade in the 2017-2018 school year. We will be expanding this to include kinder- 2 in our 2018-2019 school year. AVID strategies will align our protocals for organization and engagment kinder through 6th grade. This is also in alignement with what iour middle and high schools offer by way of the AVID program. In our annual spring review of progress - our school rating out of three was an overall two. In order to progress we need to implement the program school wide - which is the plan for the 2018-2019 school year.
Findings from the Analysis of this Data:
Determine and investigate potential students in other subgroups who may be eligible to qualify for GATE. More instructional focus should be made on our EL students, specifically those who are stuck at CELDT (LPAC) level for more than 1 year. Utilizing school wide AVID startegies to encrougae engagement of all students, organization, and citizenship for all students. Conitnue to build and offer after school activities/clubs/opportunities to encourage student involvement and connection to school.
How the School will Evaluate the Progress of this Goal:
Counseling data will be collected and reviewed by the school counselor. Students in underrepresented groups will be monitored. and areas of school wide need will be identified, and the counselor with classroom teachers and staff will assist the school in a focused effort to improve those identified skill areas. LPAC data will be reviewed and analyzed by the ELS and a plan created to support students who are not progressing. Class surveys will be utilized to determine students' confidence levels with school like behaviors -this will be conducted in classrooms utilizing AVID strategies. Monitor enrollment and attendance in after school activities.

First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.1 Students will have access to career information through web based career exploration, research projects, and community participation through career days.	2018-19 School year	Principal, teachers	technology for research and web based exploration	None Specified	0
2.2 Classrooms teachers will adopt a college to identify as a team for students.	2018-2019 School year	Principal, Teachers	purchase of college banners/flags for display outside of classroom doors	Supplemental/Concentration	500
2.3 Implementation of AVID elementary	2018 -2019 school year	Principal, teachers, RTI specialist, teachers	summer training for AVID provided for three grade levels (k, 1 and 2) by the district	None Specified	0
			materials to support implementation: binders, tabs, agendas, planners, etc. . . .	Supplemental/Concentration	2500
			AVID parent nights	Site Discretionary	500
				Title I Part A: Parent Involvement	428
				Title I Part A: Basic Grants Low-Income and Neglected	400
2.4 4-6 grade teachers will provide field trip opportunity for students to visit a UC, state, and community college campus.	2018-2019 School year	Principal, teachers	visit of local campus' Davis, Sac State, Sac City College	Supplemental/Concentration	1800
2.5 Tier 2 and 3 students will have access to our on site counselor to support school like behaviors and discussions of school readiness.	2018-2019 School year	Principal, Counselor, PBIS Coach	access to on site counselor provided by the district	None Specified	0
			access to supports from PBIS coach provided by the district	None Specified	0
2.6 Offer after school clubs for students to experience extra curricular activites	2018-2019 school year	Principal, teachers	extra curricular teachers for arts, science, technology	Site Discretionary	2373
			extra curricular support for garden club	Supplemental/Concentration	2000
			art mural club support	Supplemental/Concentration	750

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

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

LEA GOAL:
Provide a Multi-Tiered System of Support for all students.

Data Used to Form this Goal:
Suspensions and Expulsions: • The 2014-15 WJUSD suspension rate (calculated by CDE) was 9.4%, which is an increase from previous years (8.6% in 2012-13 and 6.7% in 2013-14). However, the % of total suspension days assigned to African American and Special Education students is disproportionate when compared to Asian and White students. • The 2014-15 Zamora Elementary suspension rate (calculated by CDE) was , 1.1%, with no students expelled. • The 2014-15 WJUSD expulsion rate (calculated by CDE) was 9.4%, with no students expelled. Attendance: • The 2014-15 Truancy Rate for WJUSD (calculated by CDE) was 48.06%. Which is 1% decreased from the prior year. Truancy is defined as the number of students absent at least 3 days or for more than 30 minutes 3 times during the school year. • The truancy rate for Zamora Elementary was 28.57% which was a 2% decrease from the 2013-14 school year of 30.69%. Our EL students have a chronic absenteeism rate of 12.7% while our low income student rate is 16.7% Physical Fitness: • In 2016-2017, 51% of 5th graders met the Healthy Fitness Zone in all 6 standards. We do not have the 2017-2018 scores available to us at this time. **This data still needs to be updated for 2018-19 ***

Findings from the Analysis of this Data:
Zamora has an extremely low rate of incidents for suspensions - during the 16-17 school year - only 5 incidents for suspension were noted. Thus far in the 2017-2018 school year we have had 1 suspension. We have no expulsions. Zamora's attendance was nearly 97% in 16-17 school year, and has remained consistent in the 17-18 school year. We did not meet our goal in 16-17 school year of an average attendance over 97%, but did remain over 96%. Focus and efforts must be made on our chronic attendance students. Our physical fitness percentages have decreased in four of the five categories measured. We will take note of this and work with our middle school physical education department to be sure we are adequately monitoring and teaching tasks that promote the areas that are measured. From the baseline data collected in the spring of 2017 TFI to the data collected in the Fall 2017 TFI - Zamora had an improvement of over 7 points. We have had a spike (40%) in the number of referrals by teachers and parents for students to see our counselor. These referrals come from social emotional needs, friendship struggles, and such. Our stakeholder groups worked together to develop a comprehensive list of supports we put in place currently at Zamora. Unanimously it was decided to continue these efforts

for the 2018-2019 school year. These are considered to be reasons why students at Zamora stay engaged in postive learning:

Continue with monthly awards assemblies to promote positive academic and social behaviors.

Continue with monthly "Lunch with the Principal"
activity for one member from each classroom to join.

Continue with PBIS structures that promote positive behaviors at school through rewards as the Zoonie Bucks - and the biweekly student store where students purchase items with their earned Zoonie Bucks.

Continue with our Anti-bullying month long campaign in October. Culminating project is that students produce artwork that is displayed on the First Friday Art Walk.

Continue with Kindness Week - Jan 22- 26

Continue in partnership with our PTA to offer after school clubs three times in the school year - arts, science, and engineering.

Continue in partnership with our PTA to offer school festivals and parent nights out.

Continue in partnership with Special Olympics to offer a 6 week school wide inclusiveness activities.

Continue in partnership with Woodland PD to offer the GREAT program to fourth grade students to promote school and community connectedness.

Continue with a year long attendance campaign aimed at promoting being at school everyday and on time.

Continue with automated phone calls to parent community to remind them of upcoming events and ways to become involved and support our school and district.

Continue with weekly expected school behavior lessons taught and modeled in each classroom.

Continue utilizing or Attendance Liaison to support work with families with chronic attendance issues.

Continue utilizing our onsite counselor for social support with select groups of students.

How the School will Evaluate the Progress of this Goal:

Office referral data/suspensions will be reviewed by the MTSS team to locate opportunities causing difficulty for students to follow the rules/expectations put in place for them. The district does a walk through with an indicator tool providing additional data on our PBIS strategy implementation around the school. This was done in the fall of 2017 but was not repeated in the spring of 2018. The California Healthy Kids Survey was conducted int he spring of 2018 - results from the stakeholders (5th grade students, parents, and staff) will be reviewed during the fall of 2018. Parents and visitors will be asked questions about their experience at the school by administration, teachers, and office staff. Data collected from office referrals, suspensions, random selection interviews, and the information collected from the TFI tool through PBIS, will all be used to determine areas of weakness, and areas to celebrate for our school climate. Additionally we will use the data collected from the PBIS walk through (TFI) to determine next steps in implementation.

First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.1 Attendance data will be monitored each month and shared with staff/families to track progress toward our goal. Attendance incentives will be created/awards distributed by trimester.	Throughout 2018-2019 school year	Office Clerk, Principal	Attendance chart / awards/ incentives	Site Discretionary	500
				Supplemental/Concentration	500
3.2 Site Meetings will be held with students with chronic attendance concerns.	Throughout 2018-2019 school year	Principal, teachers, counselor	A roving sub (admin and RTI) will be provided for teacher to attend site attendance meeting with parent and student.	None Specified	0
3.3 Schoolwide participation in anti bullying and MTSS behavior supports will be held to reduce teasing and bullying scenarios across grade levels using common language	Throughout 2018-2019 school year	Principal, teachers, counselor	scheduled assemblies supported by PTA and PTA; teacher meetings for RTI process,; utilize district PBIS (MTSS) coaches for tier 3 supports; use of site counselor for lunchtime social groupings	Supplemental/Concentration	3000
			purchase of signage and materials to support MTSS and anti bullying campaign	Supplemental/Concentration	1262
3.4 Safety team will be organized, trained, and implemented for potential use.	2018-2019 school year	Safety team, principal, nurse	Participate in district trainings, and site meetings regarding new safety roles, and emergency response	None Specified	0
3.5 Extra duty costs for school wide activities	2018-2019 school year	Principal, Office Coordinator	Coverage needs to ensure organized and safe events for students, staff, and parents.	Site Discretionary	1000
				Supplemental/Concentration	2500
3.6 Counselor Supports for increased student referrals	2018-2019 school year	Principal, counselor, teachers	provide a location on campus for students to utilize the counselor for self referrals during recess and free time activites	Supplemental/Concentration	2000
			provide a location on campus for the couselor to hold group meetings/sessions (i.e. freidnship groups, lunch bunch)	Supplemental/Concentration	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
				Site Discretionary	2000

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

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

LEA GOAL:
Improve the English proficiency and academic achievement of English learners.

Data Used to Form this Goal:
English Proficiency: The majority of our students scored in the Early Advanced and Intermediate levels as measured by the CELDT. Additionally, the majority of our students are progressing through the CELDT levels and are making progress toward reclassification. The distribution of CELDT levels is as follows: Advanced - 9% Early Advanced - 25% Intermediate - 34% Early Intermediate - 7% Beginning - 25% 25% (12/48) of Zamora English Learner students were reclassified in the 2016-2017 school year.   Academic Achievement: English Learners – Using the 2016-2017 SBAC scores as our data, 12 EL students from grades 3-6 were tested and 0% of the students met or exceeded state standards, 0% nearly met, while 100% of students did not meet state standards in ELA and Math. EL students demonstrated a relative strength in Listening (ELA) and Problem Solving (Math). This percentages represent a 46% achievement gap between English Learners and English Only students. In December 2017, 15 EL students in grades 3-6 participated in a SBAC interim test for ELA and Math. 23% of the students assessed were at or near ELA state standards for Listening and Interpreting. 20% of the students tested at or near math state standards.   80% of the students assessed were at or near ELA state standards for Listening and Interpreting. 41% of the students tested at or near math state standards.

Findings from the Analysis of this Data:

The 2016-17 data reveals the need for Zamora students to improve in all areas - however Zamora has improved in meeting reclassifacation goals for two years straight. In the 2016-2017 SBAC test it revealed that no EL student had reached standards level. This is our work!

Teachers have created action plans for individual EL students that are not at a current level 4 or 5. They will be utilizing feedback from the had scored CELDT/ELPAC test delivered in early fall as well as classroom assessments to derive these plans. Utilizing the hand scored tests it appears as though we have made significant strides in moving students in their CELDT/ELPAC scores. We have on board, 8 students, for reclassification in the spring of 2018.

How the School will Evaluate the Progress of this Goal:

Data Driven Cycle of Inquiry:
EL Specialist and Principal will meet to collaborate on 2018-19 support of EL learner needs (as we did not have an EL Specialist) of current Zamora EL learners, and support required to increase academic growth and english vocacbulary.
August - September 1. Interpret CST, and RESULTS data from spring of 2018 and LPAC/CELDT data and from fall of 2017. Collaborate to determine instructional sequence for trimester 1 including intervention for remediation and acceleration

October - December 1. Administer District ELD and RESULTS assessments for trimester 1 2. Interpret ELD, RESULTS and classroom generated data from trimester 1 3. Collaborate to determine instructional sequence for trimester 2 including intervention for remediation and acceleration

February - March 1. Administer ELD and RESULTS assessments for trimester 2 2. Interpret ELD, RESULTS and classroom generated data from trimester 2 3. Collaborate to determine instructional sequence for trimester 3 including intervention for remediation and acceleration

April - June 1. Administer SBAC for English language arts; ELD and RESULTS assessments for trimester 3 2. Interpret ELD, RESULTS and classroom generated data from trimester 3 3. Collaborate to reflect upon the 2017-2018 implementation of instructional sequence and interventions for remediation and acceleration, and to determine possible refinements for the 2018-2019 school year.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1 Students and staff will receive additional support from an English Language Specialist(ELS).	2018-2019 School year	District Staff, Principal	.50 FTE paid through district funds	None Specified	0
4.2Technology- access to technology tools and training, preparation for SBAC testing, and future college/career for all students throughout the school day when required.	2018-2019 school year	Principal, Teachers	technology purchases, app purchases, repair, etc.	Supplemental/Concentration	1500
			technology updates for microphone and sound system used for presentations and group meetings	Supplemental/Concentration	1000
4.3 K-6 teachers will receive release time to administer and score District assessments for English learners. This information will be utilized during the data driven cycle of inquiry to develop appropriate interventions. (academic conferences)	2018-2019 school year		Teacher Sub/Release time for MTSS/academic conference meetings twice a year - district supported	None Specified	0
			Teacher Sub/Release time for teachers to enact the teacher team model on site	Site Discretionary	3000
4.4 Staff will research and recommend new supplemental materials that support equal access to rigorous education for English learners - this includes time to identify the use and implementarion of the new ELD/ELA adoption and new ELPAC assessment	Resources will be acquired as the data shows a need during the 2018-2019 school year.	Staff, ELS, Principal	use of new ELA/ELD adoption materials	Supplemental/Concentration	500
4.5 Students will receive ELD support through a 30-45 minute ELD block.	2018-2019 School year	ELS, Staff, Principal	Benchmark/Wonders and other resources for instruction	None Specified	0
4.6 Communication Folders	2018-2019 school year	Teachers	Home/School communication folders for all students	Site Discretionary	700
				Supplemental/Concentration	1003

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

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

LEA GOAL:
Stakeholder Engagement, Excellence for all students is supported through meaningful stakeholder engagement.
LCAP Goal 5: Increase parents'/guardians' engagement with their children's education 5.1 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in district sponsored parent education activities. 5.2 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in actively supporting their children's education at home. 5.3 Increase the percentage of parents/guardians from currently underrepresented subgroups engaged in district/school committees and advisory groups.
Data Used to Form this Goal:
LCAP Goal 5: 5.1 Increase in the type of district sponsored parent education activities and the number/percentage of parents/guardians participating. 5.2 Parent surveys. 5.3 Increase in parents participating in district/school committees and advisory groups Data collected from the annual Zamora Elementary Parent Involvement Survey.
Findings from the Analysis of this Data:
Analysis of the annual California Healthy Kids Survey from the 2016-17 school year showed that parent involvement at Zamora School is high (74%) and could be improved (80%) over the year by providing support to parents. The 17-18 surveys are to be collected in early spring - participation numbers are not availbale for that as of yet. Parent surveys are done elctronically and the link is posted to our website. Auto calls were made to illicit participation. Most parents volunteer in classrooms, treats, field trips, and with class party support for holidays. We have an active PTA. Our percentage for parents that attend parent teacher conference is at 92%.
How the School will Evaluate the Progress of this Goal:
The annual California Helathy Kids Survey is conducted each spring. Results are shared and analyzed in the fall. Attendance at our parent nights will also be monitored. Grade level and or individual teacher newsletters are submitted to admin for review weekly/biweekly. Monitor attendance at SSC, ELAC, and other school/district committees. Collect attendance at parent teacher conferences.
First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5.1 Participation 1. The principal will work closely with the SSC president, the PTA president, and the EL specialist to recruit parents and community members to participate in academic activities associated with SSC, PTA, ELAC, and DELAC. 2. An up-to-date website and monthly newsletter will be provided to all parents and translated into Spanish 3. Teachers will encourage and actively solicit parent and community involvement in classroom activities. 4. The use of Connect-ED will keep parents informed about important events at the school.	2018-2019 School Year	ELS, Staff, Principal	Written communication (copies) , copy machine, ink, paper are required to meet this goal.	Title I Part A: Basic Grants Low-Income and Neglected	1700
			ELAC meeting supplies, refreshments, and materials	Title I Part A: Parent Involvement	187
			meeting supplies, refreshments, and materials	Supplemental/Concentration	1500
5.2 Communication 1. Teachers and office staff will work collaboratively to ensure appropriate communications to parents and community are done in a timely manner. 2. All teachers will distribute a written classroom communication to parents at least once per trimester. This does not include academic progress reports. 3. All office generated written communications will be distributed in both English and Spanish. 4. The principal will distribute a written school communication to parents.	2018-2019 School Year	ELS, Staff, Principal	Written communication (copies) , copy machine, ink, paper are required to meet this goal.	Supplemental/Concentration	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5. An oral language interpreter will be provided to parents needing such services at all academic related meetings.					
5.3 Develop 2 Parent Nights. Staff will continue with our third annual Science Night held int he spring - we will add an AVID night in the fall for parents	2018-2019 School Year	principal, AVID teachers	supplies, refreshments, and materials	Supplemental/Concentration	1000

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Supplemental/Concentration	66,468.00	0.00
Site Discretionary	16,948.00	0.00
Title I Part A: Basic Grants Low-Income	24,899.00	0.00
Title I Part A: Parent Involvement	615.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
None Specified	0.00
Site Discretionary	16,948.00
Supplemental/Concentration	66,468.00
Title I Part A: Basic Grants Low-Income and Neglected	24,899.00
Title I Part A: Parent Involvement	615.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	70,827.00
Goal 2: All students will graduate high school and be	11,251.00
Goal 3: All students will be successful through the	13,762.00
Goal 4: Improve the English proficiency and academic	7,703.00
Goal 5: Goal 5: Excellence for All students is supported	5,387.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:
STUDENTS: We understand our education is important, and know that we play an important part in our own success. Therefore, we will carry out the following responsibilities to the best or our abilities:
- Be active participants in our own learning;
- Be cooperative and responsible learners including technology tools;
- Complete all classwork and homework on time;
- Be accountable for our own behavior;
- Attend school regularly and on time;
- Ask for help when needed.

Parents Pledge:
PARENTS: We understand our participation in our children's education will help their achievement and attitude. Therefore, we will carry out the following responsibilities to the best of our abilities:
- Participate in school activities and events including parent/teacher conferences;
- Actively monitor and encourage our children to complete homework;
- Provide a quiet place for our children to work;
- See that our children get enough sleep and have a healthy diet;
- Support the school and district's homework, discipline and attendance policies;
- Encourage our children to engage in appropriate reading and technology use for at least 30 minutes every day;
- Communicate with the classroom teacher regarding significant changes that may affect our children;
- Work closely with the classroom teacher to ensure the success of our children.

Staff Pledge:
TEACHERS AND SCHOOL STAFF: We understand the importance of the school experience for every student and the importance of our role as educators and models. Therefore, we will carry out the following responsibilities to the best of our abilities:
- Provide an atmosphere that fosters learning, provides opportunities for success and helps to develop responsible, caring, independent, students;
- Provide an integrated, balanced curricular program using standards based materials and technology
- Strive to address the individual needs of all students at all levels;
- Communicate with parents in a timely manner regarding student progress;
- Communicate classwork, homework, and discipline expectations;
- Teach necessary concepts before homework is assigned;
- Correct and return work in a timely manner;
- Communicate with parents regarding long-term changes that may affect the classroom or school environment.

X. School Site Council Membership

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

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Felicia WIlson	530-666-3641	N/A	X				
Lea Mentink	530-666-3641	May 2018		X			
Belinda Jiminez	530-666-3641	May 2018			X		
						X	
Kimberly McKinney	530-666-4709	May 2018				X	
P.J. Gordon	530-312-3193	May 2019				X	
Jolie Hagopian	530-666-3641	May 2019		X			
Kaitlyn Balukoff	530-666-3641	May 2019		X			
Maria Gutierrez	530-383-9274	May 2019				X	
Jennifer Hembree	530-308-6783	May 2018				X	
Numbers of members of each category:			1	3	1	5	

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

XI. Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

         State Compensatory Education Advisory Committee

                                           Signature

X   English Learner Advisory Committee

                                           Signature

         Special Education Advisory Committee

                                           Signature

         Gifted and Talented Education Program Advisory Committee

                                         Signature

         District/School Liaison Team for schools in Program Improvement

                                         Signature

         Compensatory Education Advisory Committee

                                         Signature

         Departmental Advisory Committee (secondary)

                                         Signature

X   Other committees established by the school or district (list):
School Leadership Committee   Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on May 2018.

Attested:

Dr. Felicia Wilson
    Typed Name of School Principal   Signature of School Principal   Date

Kimberly McKinney
    Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Focus: Proficiency in literacy, numeracy, and 21st century skills through close and analytic reading with academic discourse.

Outcome: Students will utilize close reading strategies across curriculum as evidenced by their annotations of text, references to evidence from text and math discourse to deepen conceptual understanding of math as measured by . . . .

Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeline
Be able to effectively participate in math talk through the use of academic language, respectful discourse, ability to communicate reasoning, and staying on task.	Use of sentence stems Model stems and procedures Provide/build in opportunities for discussions (sharing out)	Professional development with math talk Collaboration time with team	Observation of student collaboration	End of trimester 2
Be able to tell the story of the problem.	Question the student, "What is going on?" Have students be able to explain the 5 w's of the word problem.	Math talk poster Collaboration time Sharing time/opportunity	Students are able to explain the story/situation without numbers (identify the author's purpose).	By end of December/ winter break

Be able to explain reasonableness of an answer.	**On a word problem require students to answer, "I know my answer is reasonable because. . . ."** **Model how to complete the above questions.** **Create opportunities for students to answer if a problem is reasonable.** **Gradual release of supports (word banks, sentence stems. . .)**	**Collaboration time** **Math talk board to share sample student responses**	**Transfer to solving word problems correctly as seen on unit assessments.**	**Model Representation** **3rd-6th by end of year** **Engage in process by Spring Assessment** **Ongoing for internalization**

What Do We See
(Notes from our meeting)

Areas of Growth:
-Learning new curriculum
-Math talk/pair share….Is it meaningful for subgroups
-Engagement (utilize multiple strategies)
-Knowing which student is really learning and who waiting for that free answer???
-More small group with the teacher (being mindful of strategies to maintain   engagement even in small groups)
-Be sure students understand directions and expectations

Areas of Need:
-Training/strategies on how to instructionally support our students with special needs (gen-ed students with IEPs and receive academic resources support)
-Help with difficult student behaviors (tier 2 students)
-Teacher training on how to incorporate and utilize concrete models for instruction
(and what are the best practices and models to use for supplements)
-How do you use manipulatives when numbers are great (233,000)
-How can develop more staff cohesiveness
-Review of playground rules and expectations

Instructional Shift Agreements

Kindergarten will...
Work on more leveled stations to target what kids need and encourage peer learning/coaching.

First Grade Focus:

1. Make time to work with a small group(Below grade level group) in ELA (3 days a week in addition to station groups that already are in place). We will use McGraw –Hill Leveled Readers, Decodables, and focus on giving these students extra support and opportunities to retell stories, sequence stories, and answer comprehension questions. (These kids need extra time and opportunities to use language and build vocabulary skills.)
2. Math- Be mindful of using manipulatives within daily lessons. Ask questions that encourage kids to share their thinking with partners/table mates. Utilize a variety of ways to call on students to check for understanding (especially calling on the quiet students to share their ideas).

Second Grade will. . .

Ask for multiple responses before confirming or denying correct answers and will ask students to prove/show and tell how they solve their problems.

Third Grade will. . .

Ask for multiple responses before confirming or denying correct answers and will ask students to prove/show and tell how they solve their problems.

Fourth Grade will:

1) Using more manipulatives in our fraction unit (which began today)

2) Using a student partner model where (after taking notes whole class) student A reads each step out of his/her notebook as student B does that step on his/her paper.

For example, if the class just learned how to divide by a single digit divisor, the teacher would give 4 problems for the pair of students to solve. Student A would read step one of the process out of his/her notebook, and Student B would do that step on the binder paper. Student A would read the second step and Student B would complete step two, etc. They would then swap roles for the next problem. The rule being that NEITHER student may get ahead of the other; they must be on the same step at the same time and NOT skip anything.

3) We also talked about having the students begin to discuss the SITUATION of a word problem with each other before we do that as a whole class. We feel like they are ready to go to that next step at this point. They may move from there to also discussing the math that comes from that situation.

Fifth grade will:

More math discussion with word problems with their peers and groups where students have opportunity to hear academic language then having the students apply it to their learning.

Sixth grade will:

We will be using games and a variety of small group activities to diversify student grouping in order to foster overall academic engagement.

Third Grade End of Year Proficient Reader

Trimester 3
- Lines A-L on the BPST 4 out 5
- All 165 Irregular Sight Words
- Dibbles 1 minute reads
  - 100 wpm with
  - 90% to 100% accuracy
  - 2 on comprehension (3 details from the story)

Zamora's Third Grades Expectations

Highlighted in green are changes that reflect proficient readers

Trimester 1
- Lines A-K on the BPST 4 out 5
- Read 160 Irregular Sight Words (Zamora expectation)
- Dibbles 1 minute reads
  - 70 wpm
  - 95% to 100% accuracy
  - 3 on comprehension

Trimester 2
- Lines A- L on the BPST 4 out 5
- Read 170 Irregular Sight Words (Zamora expectation)
- Dibbles 1 minute reads
  - 86 wpm
  - 95% to 100% accuracy
  - 3 on comprehension

Trimester 3
- Lines A-L on the BPST 4 out 5
- Read 180 Irregular Sight Words
- Dibbles 1 minute reads
  - 100 wpm
  - 95% to 100% accuracy
  - 4 on comprehension

Phonemic Awareness and Word Construction

- Decode multisyllabic words proficiently

- Automaticity of word attack skills
  - Recognize/segment syllables
  - Base words
  - Prefixes   }   meaning and identification
  - Suffixes
  - Sound-spelling combinations

Comprehension

Dibbles Passage
  - Require a score of 3 to 4 on comprehension instead of a 2.
    - 2 = 3 details or more
    - 3 = 3 details or more in meaningful sequence
    - <mark>4 = 3 details or more in meaningful sequence that captures the main idea</mark> (this is minimum requirement reflects proficiency)

Additional Measures of Comprehension
  - SRI Common Core Range = 520 to 820
  - Reading Counts Quiz = 80% to 100% proficiency
  - Reading Quizzes = 80% to 100%
    - Houghton Mifflin
    - Read Works
    - Scholastic News
    - Story Works
    - Teacher made quizzes based on units
    - District Benchmark Units
      - Performance task
  - Writing about stories read

Reading Skills
- Fluency and Prosody (phrasing, intonation, expression, speed, accuracy)
  - **Prosody**, the defining feature of expressive **reading**, comprises all of the variables of timing, phrasing, emphasis, and intonation that speakers use to help convey **meaning**.

WJUSD & InnovateEd Partnership 17-18: School Site Progress & Next Steps

Zamora Elementary School		
Coherence Drivers	**Progress & Evidence**	**Next Steps & Specific Actions for 17-18**

Focusing Direction	● It is clear that Zamora has clearly articulated and shared our school focus. We have an undeniable commitment to our focus and it drives our instructional practice regularly. We have strategies in place to reduce any distractors and competing priorities.
	    ○ Implementation plan is derived from all staff input
	        ▪ academic conference agenda and charts
	    ○ Implementation plan is incorporated into classroom instruction
	        ▪ posters, test questions, math talks, daily routine, lesson plans
	    ○ Professional development agendas
	
	● At Zamora we have a clearly defined our strategies for achieving our focus and we are able to articulate this at every level in our school. We are creating ongoing opportunities for interaction and engagement so that clarity and commitment are developed across the school.
	    ○ Implementation plan has been shared to all staff
	        ▪ Don't you dare Lose this Binder, Binder
	    ○ CUBES posters posted
	    ○ Student work demonstrates use of strategies
	
	● At Zamora, leaders are intentionally developed and are beginning to see their role as developing others and creating structures and processes for interaction. Collaboration and trust are emerging and there are some structures in place to foster relationships and learning across the school. At Zamora, building capacity is a key for building confidence and competence.
		● Include a check in with our Implementation Plan and Math Talks as a standing item for our staff meeting
		
		● Create a common expectation that student work is brought into planning days.
		
		● Determine what each grade level needs to deepen the structure of collaboration and trust.
		
		● Discuss in upcoming leadership meetings next steps for strengthening vertical articulation

	- Established leadership team - Committee membership is required by all teachers - Professional development (math training) attended by all	
Cultivating Collaborative Cultures	● At Zamora structures and processes do exist to develop collaborative learning and collective capacity but consistency with this will be our work. Mechanisms are in place for this but are not yet consistent across the school. - Weekly collaborative meetings - Staff Meeting agenda - Zoonie Focus - Focused Math Professional Learning (Math Project) ● We at Zamora have a powerful culture of learning. Learning experiences are designed using effective practices that foster collaboration and application to classroom of instruction. In addition, trust is growing and practices are becoming more transparent. At Zamora, successes are celebrated and challenges are seen as opportunities for deeper learning. - Sharing student work among grade level - Learning Rounds - Academic Conferences - Instructional Shift agreements - shared site wide ● At Zamora, leaders model learning by participating as learners and by leading robust capacity building across the school. - Attendance at PD - Leadership Team work on Implementation Plan	● Create a common expectation that student work is brought into planning days. ● Sharing student work vertically through the Focus Wall ● Continue with Professional Development Plan (Math Project)
Deepening Learning	● At Zamora we have a comprehensive framework for learning that identifies goals, student success indicators and highly effective instructional strategies. This has been effectively articulated but we	● NEXT STEPS SPECIFIC ACTIONS FOR 17-18

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are working on consistency of use across the school.

  ○ Implementation Plan
  ○ Review of student work during team meetings
  ○ Share teaching strategies during staff meetings

● At Zamora a strategy is in existence for fostering deep learning for English Learners, students with disabilities and other high need populations.
  ○ Action Plans - and 6-8 week check in
    ▪ EL
    ▪ RFEP
    ▪ Students with Disabilities
  ○ Academic Conferences
  ○ collaboration with EL and RSP teachers

● At Zamora we are provided with resources and expertise for establishing collaborative learning structures. We are working to deepen our practices of collaborative inquiry protocols for examining student work. We recognize that protocols may be in place at some grade levels but are not a consistent form of practice across the school.
  ○ Wednesday grade level collaboration schedule
  ○ Cycle of Inquiry training through InnovateEd

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● NEXT STEPS
  ○ SPECIFIC ACTIONS FOR 17-18
  ○ SPECIFIC ACTIONS FOR 17-18

● NEXT STEPS
  ○ SPECIFIC ACTIONS FOR 17-18
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● NEXT STEPS
  ○ TBD AT SLT QUARTERLY REVIEW OF PROGRESS #3

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<td>Securing Accountability</td>
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● We at Zamora take responsibility for continuously improving our results. We are intentionally developing conditions to increase internal accountability by building capacity, creating structures and processes for using data all to improve student learning.
  ○ Data (student evidence) wall in the staff room
  ○ Wednesday collaboration schedule
  ○ Site Implementation Plan
  ○ Cycle of Inquiry practice

● We as a school district have established standards and expectations for teaching and learning. We as a school are moving to use more capacity-building strategies.

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● NEXT STEPS
  ○ SPECIFIC ACTIONS FOR 17-18
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	o Identified Instructional Focus o Grade level agreements	