School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval
Zamora Elementary School	57727100000000	5-7-21	June 3, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.:
1. grade level meetings held with admin to review dashboard results, school-wide assessment results, analyze findings, identify needs from the data, and develop a plan of action
2. site-level resource meetings held with admin to review dashboard results, school-wide assessment results, analyze findings, identify needs from the data, and develop a plan of action
3. site-level leadership team met with district support personnel to review dashboard results, school-wide assessment results, analyze findings, identify needs from the data, and develop a plan of action
4. school site council met with admin to review dashboard results, school-wide assessment results, analyze findings, identify needs from the data, and develop a plan of action
5. ELAC met with admin to review dashboard results, school-wide assessment results, analyze findings, identify needs from the data, and develop a plan of action
6. PTA executive board met with admin to review dashboard results, school-wide assessment results, analyze findings, identify needs from the data, and develop a plan of action
7. student focus groups met with admin to review school-wide assessment results, analyze findings, identify needs from the data, and develop a plan of action
8. a collection of all plans and actions from meetings held were reviewed and summarized into our school plan for student achievement

The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
1. strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
2. the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
3. programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

1. a school and family engagement policy
2. a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Zamora's School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Zamora including ELAC (English Learner Advisory Committee), School Site Council, staff, and students. Each meeting included an in-depth review of the most recent California School Dashboard data for Zamora school students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.

Student input was gathered through a survey focused on academic needs in language arts and math, of which 153 students responded. Student focus groups were created, with a balanced representation of student groups. A total of 15 students participated in the focus group process. Student focus groups completed a needs assessment by reviewing the survey, academic, and local data. Students identified math as an area of concern. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. As a follow-up, student focus groups met again in late May and reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. On March 2, a team of five staff conducted an in-depth review of 2020-21 students' performance data, identified mathematics as an area of need, and proposed actions and strategies to support these needs. Areas of concern included Concerns here.

Needs assessment meetings were also held with ELAC on March 4, and with School Site Council on March 1. In each of the meetings held, a unanimous consensus was made that our biggest area of concern was mathematics. Using the IReady midyear diagnostic as a marking point, we have lost significant ground in our achievements in this subject. Our ELA scores, using this same checkpoint, have remained steady. This indicated to all groups that the strategies we have employed during this past year have not taken hold. Recommendations from each of the groups resulted in a range of responses. Some of the most impactful statements came from our student group, "we need more time with the teacher." When digging deeper into the comment a large part of the concern was with video conferencing as a way of learning the subject. With the teacher group, time with the students was also a large part of the concern. Cumbersome interactions led to increased time to complete tasks. This resulted in pairing things down to a point in which strategies that were employed in the past, like 3 reads, reasonableness of an answer, and more, were set aside.

ELAC and staff reviewed the SPSA on April 29 and provided additional feedback. The school site council reviewed the plan on April 19, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 17.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.90%	1.35%	1.42%	9	6	6
African American	0.85%	0.9%	0.95%	4	4	4
Asian	1.69%	1.8%	2.13%	8	8	9
Filipino	1.27%	0.45%	0%	6	2	0
Hispanic/Latino	50.53%	49.55%	48.82%	239	220	206
Pacific Islander	0.42%	0.23%	0.24%	2	1	1
White	39.75%	41.89%	40.76%	188	186	172
Multiple/No Response	1.06%	0.68%	4.27%	5	3	6
			Total Enrollment	473	444	422

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	52	59	56
Grade 1	58	49	62
Grade 2	82	60	48
Grade3	61	76	61
Grade 4	58	65	74
Grade 5	76	60	65
Grade 6	86	75	56
Total Enrollment	473	444	422

Conclusions based on this data:

1. Enrollment is beginning to decline in all grade levels. This is in part due to the onset of school closures at the end of the school year. Families are beginning to remove their students from public education to pursue home schooling options.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	49	40	40	10.4%	9.0%	9.5%
Fluent English Proficient (FEP)	34	30	29	7.2%	6.8%	6.9%
Reclassified Fluent English Proficient (RFEP)	14	8	5	22.6%	16.3%	12.5%

Conclusions based on this data:

1. Though our EL (English Learner) numbers are low, the number of our English Learners has held steady in the past three years.

2. Our reclassification percentage rate has declined from the 18-19 school year. Reclassification becomes more difficult when our overall number of EL students declines. We have made efforts to reclassify our Special Day Class (SDC) students through the alternative reclassification process. This has resulted in approximately half of our reclassification numbers at the site. We will continue our efforts to identify students through traditional and alternative processes as they have been successful.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	55	73	54	53	70	54	53	70	98.2	96.4	95.9
Grade 4	70	55	63	68	54	62	68	54	62	97.1	98.2	98.4
Grade 5	79	69	59	72	68	56	72	68	56	91.1	98.6	94.9
Grade 6	83	79	70	80	74	70	80	74	70	96.4	93.7	100
All Grades	287	258	265	274	249	258	274	249	258	95.5	96.5	97.4

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2477.	2465.	29.63	50.94	47.14	20.37	16.98	15.71	29.63	16.98	21.43	20.37	15.09	15.71
Grade 4	2503.	2516.	2522.	47.06	46.30	48.39	20.59	24.07	24.19	13.24	12.96	12.90	19.12	16.67	14.52
Grade 5	2517.	2544.	2541.	25.00	38.24	33.93	37.50	26.47	37.50	16.67	17.65	16.07	20.83	17.65	12.50
Grade 6	2513.	2543.	2563.	13.75	20.27	35.71	28.75	41.89	30.00	28.75	18.92	15.71	28.75	18.92	18.57
All Grades	N/A	N/A	N/A	28.10	37.35	41.47	27.37	28.51	26.36	21.90	16.87	16.67	22.63	17.27	15.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.63	45.28	38.57	38.89	37.74	44.29	31.48	16.98	17.14
Grade 4	39.71	33.33	45.16	39.71	53.70	40.32	20.59	12.96	14.52
Grade 5	26.39	39.71	39.29	51.39	39.71	46.43	22.22	20.59	14.29
Grade 6	20.00	24.32	34.29	47.50	51.35	42.86	32.50	24.32	22.86
All Grades	28.47	34.94	39.15	44.89	45.78	43.41	26.64	19.28	17.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.07	41.51	35.71	55.56	39.62	42.86	20.37	18.87	21.43
Grade 4	51.47	46.30	51.61	27.94	42.59	37.10	20.59	11.11	11.29
Grade 5	31.94	42.65	35.71	55.56	45.59	55.36	12.50	11.76	8.93
Grade 6	20.00	33.78	38.57	50.00	48.65	47.14	30.00	17.57	14.29
All Grades	31.75	40.56	40.31	47.08	44.58	45.35	21.17	14.86	14.34

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	18.52	26.42	32.86	62.96	64.15	61.43	18.52	9.43	5.71
Grade 4	33.82	22.22	24.19	47.06	70.37	66.13	19.12	7.41	9.68
Grade 5	22.22	25.00	26.79	66.67	63.24	64.29	11.11	11.76	8.93
Grade 6	12.50	29.73	22.86	60.00	52.70	60.00	27.50	17.57	17.14
All Grades	21.53	26.10	26.74	59.12	61.85	62.79	19.34	12.05	10.47

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	22.22	50.94	45.71	61.11	37.74	42.86	16.67	11.32	11.43
Grade 4	48.53	50.00	40.32	35.29	44.44	43.55	16.18	5.56	16.13
Grade 5	29.17	45.59	33.93	55.56	38.24	50.00	15.28	16.18	16.07
Grade 6	20.00	27.03	37.14	55.00	60.81	44.29	25.00	12.16	18.57
All Grades	29.93	42.17	39.53	51.46	46.18	44.96	18.61	11.65	15.50

Conclusions based on this data:

1. We have increased the percentage of students that have met or exceeded standards in language arts - with the category of demonstrating understanding of literacy and non fictional text being our largest gain. This indicates that our focus on close reading across all subject matters should contnue as a practice.

2. Our student participation rate has increased by a little over 1% - we are just above 97%. We attribute this to the preparation and communication with our students and families about the importance of these assessments and the purpose for monitoring progress.

3. We have decreased the percent of students that are classified as below standard - with the largest decrease being in the category of listening and demonstrating understanding of literacy and non fictional text. We will continue our practice with focusing on third grade on grade level literacy. WIth this focus we are seeing gains each calendar year with a decrease in the percent of students that have not MET standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	55	73	53	53	70	53	53	70	96.4	96.4	95.9
Grade 4	70	55	63	68	53	62	68	53	62	97.1	96.4	98.4
Grade 5	79	69	59	72	68	56	72	68	56	91.1	98.6	94.9
Grade 6	83	79	70	79	73	70	79	73	70	95.2	92.4	100
All	287	258	265	272	247	258	272	247	258	94.8	95.7	97.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2435.	2462.	2476.	26.42	32.08	40.00	26.42	26.42	25.71	13.21	30.19	20.00	33.96	11.32	14.29
Grade 4	2497.	2506.	2526.	32.35	39.62	43.55	32.35	22.64	25.81	16.18	20.75	22.58	19.12	16.98	8.06
Grade 5	2514.	2536.	2556.	18.06	36.76	42.86	20.83	22.06	26.79	44.44	20.59	23.21	16.67	20.59	7.14
Grade 6	2537.	2541.	2547.	26.58	26.03	35.71	17.72	28.77	18.57	34.18	24.66	18.57	21.52	20.55	27.14
All Grades	N/A	N/A	N/A	25.74	33.20	40.31	23.90	25.10	24.03	28.31	23.89	20.93	22.06	17.81	14.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.74	39.62	51.43	26.42	39.62	30.00	35.85	20.75	18.57
Grade 4	47.06	49.06	61.29	29.41	30.19	20.97	23.53	20.75	17.74
Grade 5	29.17	47.76	51.79	43.06	31.34	37.50	27.78	20.90	10.71
Grade 6	34.18	35.62	47.14	39.24	34.25	24.29	26.58	30.14	28.57
All Grades	36.76	42.68	52.71	35.29	33.74	27.91	27.94	23.58	19.38

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.30	37.74	42.86	37.74	43.40	45.71	33.96	18.87	11.43
Grade 4	32.35	30.19	35.48	35.29	49.06	48.39	32.35	20.75	16.13
Grade 5	19.44	30.88	23.21	58.33	42.65	58.93	22.22	26.47	17.86
Grade 6	18.99	20.55	30.00	54.43	50.68	38.57	26.58	28.77	31.43
All Grades	24.26	29.15	33.33	47.43	46.56	47.29	28.31	24.29	19.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	32.08	43.40	50.00	52.83	47.17	35.71	15.09	9.43	14.29
Grade 4	32.35	37.74	50.00	42.65	39.62	33.87	25.00	22.64	16.13
Grade 5	18.06	34.33	42.86	56.94	40.30	44.64	25.00	25.37	12.50
Grade 6	21.52	21.92	30.00	48.10	54.79	41.43	30.38	23.29	28.57
All Grades	25.37	33.33	43.02	50.00	45.93	38.76	24.63	20.73	18.22

Conclusions based on this data:

1. We have significantly increased the percentage of students that have met or exceeded standards in mathematics, an overall increase from the previous year of 7% - with the category communicating reasoning and concepts and procedures as our largest gain, nearly 10% each. Our partnership with the UCD math project and subsequent focus on the mathematical practices have made a significant impact on instruction and therefore student learning. We will contnue to hone our practices and skills as we move foward with additional professional development in this area.

2. Our participation rate has shown a 3% increase over the past three years.

3. We have significantly decreased the percent of students that are classified as below standard - interestingly enough each category has decreased approximately 3% - therefore no one category shows stronger than another. Again, we attribute our students deeper understanding of math in all areas to our focus on mathematical practices and therefore will continue our school wide strategies as the 3 reads process, reasonableness of an answer, and discourse in mathematics.

School and Student Performance Data

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	*	*	*	*	*	*	*	7
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	6
Grade 6	*	*	*	*	*	*	*	*
All Grades							40	37

	Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5		*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*
All Grades	*	13.51	32.50	32.43	*	8.11	40.00	45.95	40	37

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K		*	*	*		*	*	*	*	*
1	*	*		*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5		*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	27.03	32.50	18.92	*	8.11	40.00	45.95	40	37

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	*	13.51	30.00	37.84	52.50	48.65	40	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	35.00	40.54	27.50	13.51	37.50	45.95	40	37

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
All Grades	*	5.41	*	40.54	65.00	54.05	40	37

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	*	16.22	47.50	35.14	42.50	48.65	40	37

Conclusions based on this data:

1. The largest percent of students by overall achievement - sit at levels 1 and 3. Collectively this makes up approximately 70% of our students who are EL (25 students).

2. We struggle most with the domain of reading - a little over half of our students are at the beginning level (54% of students).

3. Our second area of focus would be the listening domain - as nearly half of our students score at the beginning level (48% of students).

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
444	**39.0**	**9.0**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	40	9.0
Foster Youth	4	0.9
Homeless	9	2.0
Socioeconomically Disadvantaged	173	39.0
Students with Disabilities	88	19.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9
American Indian	6	1.4
Asian	8	1.8
Filipino	2	0.5
Hispanic	220	49.5
Two or More Races	14	3.2
Pacific Islander	1	0.2
White	186	41.9

Conclusions based on this data:

1. Zamora has a consistent demographic population and we do not experience large movements of students in and out of our school from year to year.

2. Our English Learner population has dropped and consists of approximately 6.5% of our population - this is a 4% drop from the previous year.

3. Our Students with Disabilities population remains a large percent of our population at approximately 20%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We are proud of our progress and achievement levels in mathematics and language arts as reflected in our score of blue and green in both areas. We attribute this to our ongoing site-based professional development.

2. We are also very proud of the change in our Chronic Absenteeism rate - we went from scoring in the orange level to the green level. We directed time and attention to all students who experience absenses. WIth a school wide needs assessment focus and identified practices put in place, we have made an impact. We will contnue to employ the practices established in hopes of further reducing the numbers of chronically absent students.

3. We continue to be proud of our progress and achievement levels in regards to our suspension rates. With 4 suspensions in the entire school year - we will continue to offer tiered support to students as a way to correct the problem before it becomes unmanageable at the school site.
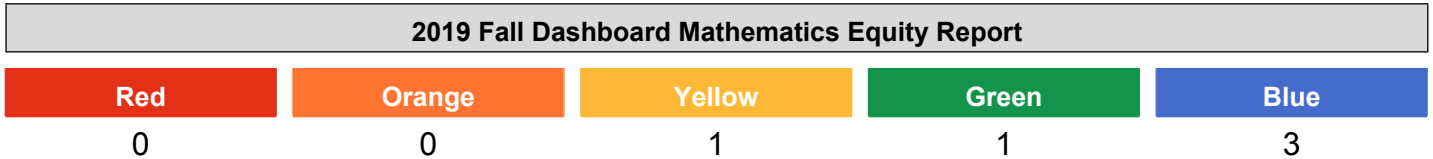
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	2	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
36.4 points above standard	2.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.2 points	Increased Significantly ++24.6 points	3
267	39	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	15.9 points above standard	50 points below standard
3	Increased Significantly ++17.1 points	Declined -12.6 points
	109	59

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	6	3	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
33.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	41.1 points above standard
Increased Significantly			Declined -6.2 points
++18.2 points	6	1	
128			118

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
48.5 points below standard	32.7 points above standard	41.4 points above standard
Increased Significantly	Increased ++5.7 points	Maintained -2.2 points
++33.1 points		
17	22	222

Conclusions based on this data:

1. Our continued focus and concern includes our Students with Disabilities - as this group showed the only decline, at 13 points. This was our only group to show a decline. Additionally, this group shows scores in the orange as compared to our overall student population that has scored in the green - therefore highlighting a "gap." Specifically, we have a need to focus on the area of listening (how well students do with understanding spoken information). Teachers will employ strategies to support practices that enhance this skill for all students - as this was also an area that shows a lack of growth for subgroups.

2. We are proud of the sustained progress of our students that are socioeconomically disadvantaged - scoring in the blue category - out scoring our overall population.

3. Our EL students - while scoring slightly below standard (3.1 points) made our largest gain of any subgroup - 24. 2 points.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	3

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
24.3 points above standard	10.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly	Increased Significantly	3
++15.9 points	++41.2 points	
266	39	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Yellow
Less than 11 Students - Data Not Displayed for Privacy	2.7 points above standard	48.2 points below standard
3	Increased Significantly	Increased ++5.4 points
	++25.1 points	59
	109	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	5	3	2

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
14.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35.1 points above standard
Increased Significantly	6	1	Increased ++6.6 points
++28.1 points			118
128			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		

Current English Learner	Reclassified English Learners	English Only
58.5 points below standard	26.3 points above standard	29.2 points above standard
Increased Significantly	Increased Significantly	Increased ++10.3 points
++35.2 points	++36.3 points	
17	22	221

Conclusions based on this data:

1. Our group for focus in mathematics would be - Students with Disabilities - as this group has scored in the yellow as compared to our overall student population that has scored in the blue - therefore highlighting a "gap." Specifically, there is a greater need to address the area of problem-solving and modeling/data analysis. We will continue to support students through the 3 read process, the reasonableness of an answer, and increased opportunities for math discourse as these strategies have helped the overall group to increase.

2. We are proud of the sustained progress of our students that are socioeconomically disadvantaged, who have remained in the blue tier.

3. We are proud of the increase our EL (English Learner) students made this year - moving from the yellow to the green - with a gain of 41.2 points. The practices we have put in place help our EL students with access to the curriculum in multiple diferent ways and with repeated opportunities to demonstrate their knowledge in a variety of ways.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator (ELPI)

English Learner Progress
No Performance Color
32.1 making progress towards English language proficiency
Number of EL Students: 28
Performance Level: VeryLow
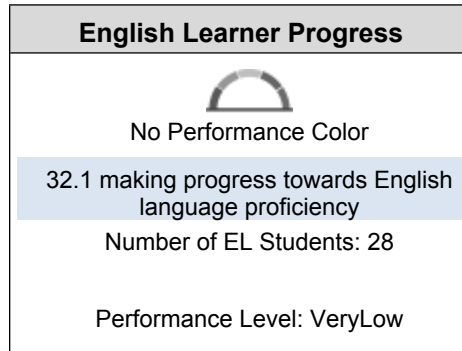
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.1	60.7		32.1

Conclusions based on this data:

1. We have decreased the number of EL (English Learner) students identified at our site - from 40 to 28 - however the performance level still indicates very low. This can be attributed to the process of redesignating our highest EL students into the English Only (EO) category. We will continue to monitor and develop action plans that are individualized for each student.

2. We are proud of the 9 students who increased their level by one ELPI.

3. We are focusing on the 17 students who have maintained their level. Our EL specialist along with our teachers will create detailed action plans to support each student's specific need through a detailed process.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	2	0
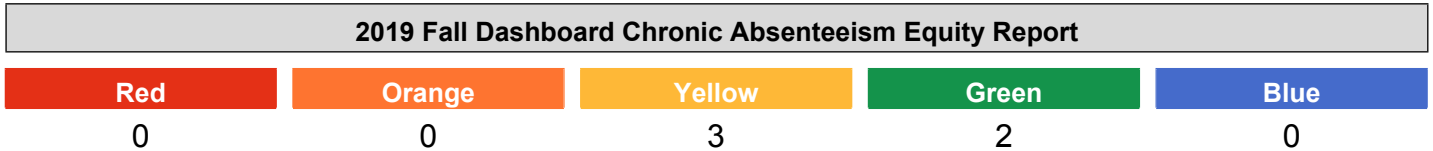
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
8.4	11.9	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.1	Declined -2.4	6
462	42	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
18.2	17.3	18.1
Declined -18.2	Declined -2.3	Declined -11.2
11	191	105

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	6	9	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
9.6	16.7	Less than 11 Students - Data Not Displayed for Privacy	6.2
Declined -2	Declined -6.9	1	Declined Significantly -3.8
228	18		194

Conclusions based on this data:

1. We are beyond proud of the change Zamora has impacted in the area of Chronic Absenteeism. We significantly declined our rate by 3.1 points - with our largest decline of 11.1 points in the sub group of students with disabilities.

2. Despite the incredible decrease, our most critical group still remains as our Students with Disabilities as they have the lowest score (yellow) - this is a historical problem as well. We will be directing efforts to speific students with chronic levels through an action plan process that will include the teacher, student, and family.

School and Student Performance Data
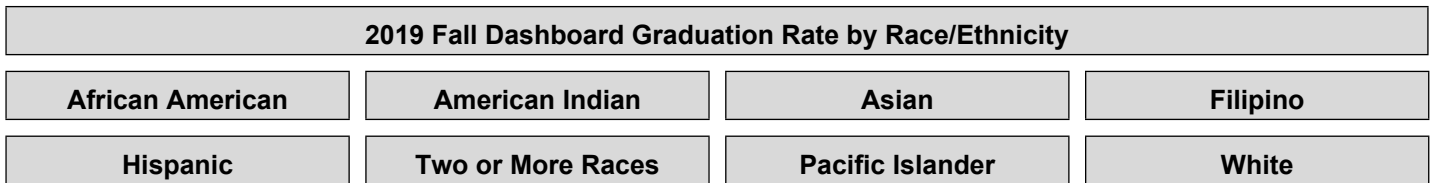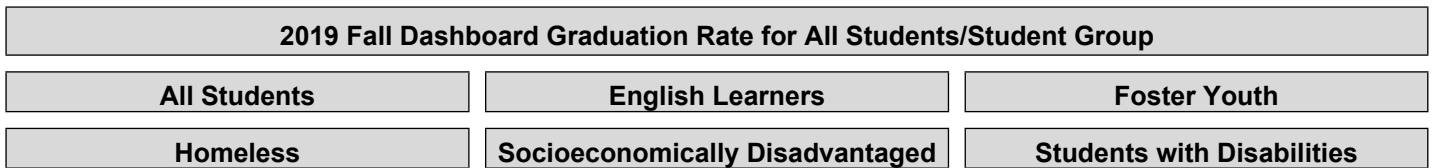
Academic Engagement
Graduation Rate

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

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year
2018	2019
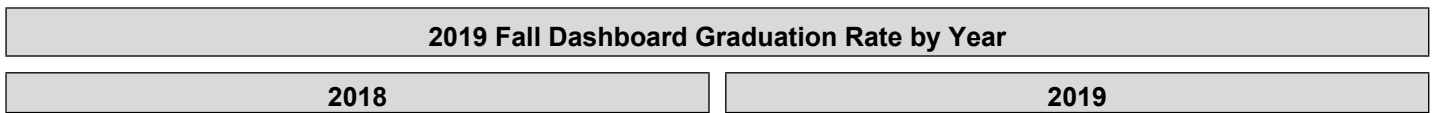
Conclusions based on this data:

1. not applicable

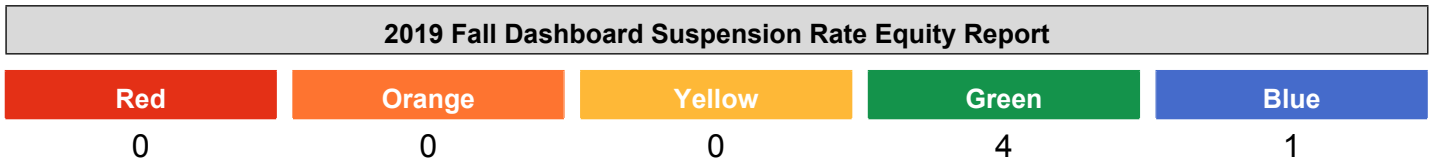# School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.8	0	Less than 11 Students - Data not displayed for privacy
Increased +0.4	Maintained 0	
473	45	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0	1	0.9
Maintained 0	Maintained +0.1	Declined -1.1
11	194	106

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data not displayed for privacy	Less than 11 Students - Data not displayed for privacy	Less than 11 Students - Data not displayed for privacy	Less than 11 Students - Data not displayed for privacy

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
0.9	5.6	Less than 11 Students - Data not displayed for privacy	0.5
Maintained 0	Increased +5.6		Increased +0.5
233	18		199

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.4	0.8

Conclusions based on this data:

1. We are proud of our suspension rates as they have remained at the 1% or below level for three years.

2. There is not a significant gap with any of our subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

To increase all student's feeling of success and connectedness to the school while offering students exposure to support activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	3 afterschool classes with 25 students each= 75 students (virtually)	5 afterschool classes with 25 students each= 125 students (in-person)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - with a focus on students with disabilities.

Strategy/Activity

Strategy: Offer students a variety of opportunities to increase connections with the school through incentives, social supports, and extended learning activities to build student capacity to access school and be successful in college and career.

Activities:
*   school-wide attendance incentives
*   PBIS incentives
*   lunch groups for homework and skills support
*   a reward system for unmotivated students
*   site level meetings to be held with chronic attendance concern families
*   participation in anti-bullying and MTSS (Multi- Tiered Systems of Support) behavior supports
*   assemblies
*   extra duty costs for school-wide activities
*   Room 20 support
*   monitoring of attendance data to be shared with teachers
*   after school tutoring and intervention support
*   goal setting with the student
*   personal phone calls from a staff member when the student is absent
*   communication folders to support home/school connection

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Supplemental/Concentration
1,000	Title I Part A: Basic Grants Low-Income and Neglected
500	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We are fortunate to have a student body that feels connected and successful in our school. This is reported in our California Healthy Kids Survey as - 73% percent of our students surveyed feel connected to school. That said - we attribute this connection to the stability of our staff, the stability of our community, and the activities we provide to encourage student engagement and participation. We are fortunate in that our students feeling of connectedness results in a low suspension rate, a consistent attendance rate (even through distance learning), and a marked decrease in the number of chronically absent students as reported on our dashboard.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Fortunately, we were able to continue our plans for afterschool clubs, our shift was to offer them virtually. We had tremendous success and turnout as we filled every class offered, 9 in total. To note, the number of afterschool clubs offered this year was slightly lower than in years past as some of the clubs were not allowable during these times. Where we had to shift was not using our in-school PBIS system of incentives and rewards, We continued with various aspects as the monthly awards and incentives that follow, however access to our Zoonie store, room 20, and assemblies were put on hold due to COVID restrictions.

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

The major change to this goal is to relocate the activities we provide students in our afterschool clubs to what is now presented as goal 4 of this plan - to provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community. All other activities related to school connectedness will remain the same. We need this year to reestablish our PBIS (Positive Behavior Intervention and Support) system, especially with those students who had not been on campus for the entire school year, teach our now kinders (soon to be first graders) our systems, and elicit student voice in the area of activities that they would like to see included on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

To increase all students' proficiency in language arts and mathematics with a concentration on students with disabilities.

To identify any learning loss and implement strategies that will mitigate the impact on the students' future academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA and Math Academic Indicator.	According to the 2018-19 dashboard - ELA - level Green (all students) Math - level Blue (all students)	Maintain current levels
Performance level on English Learner Progress Indicator (ELPI)	According to the 2018-19 dashboard - 32.1% of English Learners are making progress	Increase ELPI to at least 35% of students making progress
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	Our 2018-19 CAASPP results indicate that - 67.83% of students meet or exceed standards in ELA	At least 67.83% of students will meet or exceed standards in ELA
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	Our 2018-19 CAASPP results indicate that - 64.34% of students meet or exceed standards in Math	At least 64.34% of students will meet or exceed standards in Math
Number of students who are chronically absent	According to the 2018-19 dashboard - 8.4% (39) students are marked as chronically absent (a 3.1% decline from the year prior	Decrease the total percent by 2%, and decrease the overall number of chronically absent students to less than 30.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student sense of safety and school connectedness	Based on the 2018-19 administration of the CHKS - 92% of our students report they feel safe at school, 73% of our students report feeling connected to our school	To increase each area by 2%
Suspension rate	According to the 2018-19 dashboard - we had a .8% suspenciosn rate - which translates to 4 suspensions for the school year.	To maintain the current rate of below 1%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	We do not have a baseline for this- we did not have enough families complete this survey to report results.	75 % of families will be satisfied
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	For the 2020-21 school, year our students have shown on mid year assessments that for ELA we have reached 44% progress towards our annyual typical growth; for math we have reached 39% progress towards our annual typical growth.	To increase both math and ELA levels at the midyear point by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide language arts focus to support effective teaching strategies, increase comprehension and Lexile of the students, ensure on grade-level reading and comprehension by the end of third grade, as well as support students in the writing process.
- professional development through on-site coaching
- teacher collaboration and planning
- teacher planning time to score assessments and utilize a data-driven cycle of inquiry to create action plans for EL, RFEP (Reclassified Fully English Proficient), and students with disabilities students
- academic conferences
- intervention model, to be implemented during the school day, to support mastery of standards
- students use of online resources
- supplemental intervention materials needed to support equal access for all students

- instructional interventions student supplies and materials for instructional use
- copies for intervention materials, access to instructional materials, and homework
- paper for student instructional use and communication with families
- technology programs to support standardized instruction in language arts
- library resource materials to support student achievement in reading comprehension

School-wide math focus to support effective teaching strategies, improve comprehension and reasoning skills among the students, as well as the students' ability to explain the reasonableness of an answer.

- professional development through on-site coaching
- teacher collaboration and planning
- teacher planning release time to score assessments and utilize a data-driven cycle of inquiry to create action plans for EL, RFEP, and students with disabilities
- academic conferences
- students use of online resources
- supplemental intervention materials needed to support equal access for all students
- student supplies and materials for instructional use
- copies for intervention materials, access to instructional materials, and homework
- paper for student instructional use and communication with families
- technology programs to support standardized instruction in mathematics

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22,488	Supplemental/Concentration
17,873	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The main purpose of the strategies/activities listed above is to support instruction and student learning in the area of mathematics and language arts. With a focus on professional development and intervention services, we are able to hone our instructional practices in the classroom and also offer tiered levels of supports to students. With the professional development delivery model of providing on-site coaching and during the school day workshops for the teachers, we are able to put our learning into practice immediately. Though we spent a year in distance learning - the practices established with our on-site coaching were able to carry forth. Using our district assessment tool - IReady Diagnostic - we have been able to follow trends and compare mid-year data with years prior. We are holding steady in language arts as far as our mid-year progress as compared to the previous school year (pre-COVID), with mathematics we have lost some ground. Through our needs assessment process, we came to the conclusion that math was an area of concern for our teachers and our students. As we met with our student focus groups and reviewed survey responses - our students are asking for more interactive type experiences with math. They find that being able to work with one another and following guided processes - as the 3 read strategy- helps them most, especially with word problems. While we expect that some of these concerns and needs will be met when we return to in-person instruction - we also plan to continue our work with the UC Davis Math Project through this upcoming school year to continue perfecting our instructional delivery.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We spent the beginning of our school year in a distance learning model which prevented us from utilizing the professional development coaching model through the UC Davis math project as it was originally intended. Additionally, the VSA (Variable Service Agreement) we were planning on using to support students in reading for grades 1,2, and 3 was not allowable therefore, we shifted to offering each classroom teacher (k-6) the opportunity to tutor a small group of students outside of their contracted day. The students were tutored in the area of language arts and mathematics. Each teacher worked one on one with a student, one hour per week, for a four-week rotation. We are continuing these rotations through the remainder of the school year. We have found that this concentrated time - one on one has allowed the student and teacher to have a more individualized benefit. Additionally, we have moved to a workshop approach (teachers are attending workshops offered through the UC Davis Math Project) with our professional development around mathematics because the coaching model was not allowable due to covid restrictions.

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

Due to the successes we have had in previous years (as evidenced in our standardized test scores) with our practice of a push-in model of reading intervention in our primary grades and our professional development coaching model with the UC Davis math project - we will continue the strategies and activities that support this. The intervention model is of particular importance for this upcoming year as we face unknowns in student achievement due to the amount of time students have spent in distance learning. This year we will add the input of our student's voices as to strategies and types of activities that they believe support their learning best. Currently, through

our needs assessment process, it was indicated that students were asking for more time in math to problem-solve with peers, interact with the teacher (in person), and were asking for structured approaches to attacking word problems. With that input, we will be incorporating those requests into our planning, our lesson delivery, and our professional development in both mathematics and language arts.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction.

Identified Need

To increase the verbal, reading and written language skills of our EL students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	A baseline of approximately 12.5% of English Learners were reclassified during the 19/20 school year.	Increase our baseline reclassification rate by 3%.
English Learner Progress Indicator	According to the 2018-19 dashboard - 32.1% of English Learners are making progress	Increase ELPI to at least 35% of students making progress
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	The following was the baseline established during our 20/21 needs assessment review (out of a score of 4.0) of our self assessment for principle 1 of the English Learner Road map: 1.5 Languages and cultures are assets 2.0 No single EL profile 3.0 School climate is affirming, inclusive, safe 3.0 Strong family and school partnerships 3.0 Supporting English Learners with disabilities	Increase the area of languages and cultures are assets by one rating point (2.5).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learner students.

Strategy/Activity

Provide targeted and integrated supports for EL students.

- support for targeted and integrated ELD (English Language Development) instruction
- teacher time for planning and implementing ELA/ELD adopted materials
- teacher time to score assessments and utilize a data-driven cycle of inquiry to create action plans for EL and RFEP students
- resource materials to support language acquisition

PD/coaching
- EL Specialist to model and collaborate with staff to integrate ELD instruction in content areas, implement research-based instructional strategies, and provide PD
- EL specialist to identify students by language proficiency and provide PD focused on intervention and differentiation during content instsruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,880	Supplemental/Concentration
4,160	Title I Part A: Basic Grants Low-Income and Neglected
227	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During our academic conference time/teacher release time- approximately 6-8 weeks into the school year - we provide time for the teachers to analyze initial student data for proficiency and

need. Teachers then create an action plan based upon individual student needs. Included in the plan are details by which they will work to achieve the goal established. These details include strategies, materials, assessments, and timelines. We have found success in this process as it is not only individualized but that it brings awareness as to what the classroom teacher will do during non-ELD times to support the student throughout the school day. This process is repeated every 8 weeks to check on progress toward the established goal, set new goals, or if needed change course to ensure the goal will be met in the next cycle. We find this to be a successful process as it keeps the focus on individual needs throughout the entire school day. As we reflect back on our standardized assessments from the 2018-19 school year - we do see tremendous growth in our EL students. As reported on our dashboard, on the ELA portion of the test - our EL students had the largest growth of all groups with an increase of 24.6 points. In math, we also saw tremendous growth, with a gain of 41.2 points, double the gains of any other group.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences in what we have budgeted and the implementation of the strategies and activities - with the exception of not taking the standardized test for the 2019-2020 school year to be able to compare dashboard results. We will, however, use internal assessments to support progress monitoring.

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

Due to the success we have had in previous years with our practice of goal setting and progress monitoring - we will continue the strategies and activities that support this. This year we will add the input and support of our EL specialist as another layer of support for our plans. Through the addition of professional development in language acquisition and best practices that our EL specialist will provide we will begin to address teaching practices to best support our EL students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

To increase all student's feeling of success and connectedness to the school community while offering students exposure to extra curricular, support, and leadership activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	GREAT Program, Mad Science, Lego Club, County Courthouse Debate Club, Boy Scouts and Girl Scouts, Yolo Arts	Continue with the community partnerships that are existing and seek other opportunities within these partnerships for further student involvement opportunities
Number of extracurricular programs offered	We have fall, winter, and spring offerings. 2 classes per season on average	Continue with the current number of offerings and add one more class that would span across the seasons
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	3-6 grade students completed a survey - we had 158 responses which represents 82% of the group.	Increase the number of responses to 90%
Number and percent of students by representative demographic providing input to the SPSA through focus groups	6 female/9 male students student makeup - 9 Hispanic, 6 low income, 4 underachieving, 3 EL 15 total students representing grades 5 and 6 (110 students) which is approximately 14%	Increase the percentage of students participating in a focus group to 18%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on students with disstyabilities.

Strategy/Activity

Promoting student voice has to begin with promoting student inquiry. If students aren't interested in 'the question,' they won't be interested in sharing their answers, beliefs, ideas, or solutions. Empowering students to ask their own questions about what is going on around them, and seek out answers to the problems that interest them, is an essential component of promoting student voice.

- inquiry practice and professional development for teachers, a book study about how to incorporate student voice in the classroom
- create an inquiry space in room 20 for students to work with the onsite counselor in developing voice and action

- student-led clubs for grades 4-6 with a faculty advisor
- student-led conferences for grades 3-6
- student government in grades 3-6

Offer students a variety of opportunities to improve school readiness and connectedness through extracurricular activities, college, and career exposure and extended learning activities.

- after school clubs for students to experience extracurricular activities in the area of STEAM (Science, Technology, Engineering, Art, Math)
- debate club
- school-wide classroom adopt a college
- college visits for grades 4-6
- school-wide organizational systems for note-taking, homework recording, and communication with families
- technology supports to continue to offer student access to college and career web-based exploration
- student access to our on-site counselor to support school like behaviors and discussions on school readiness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Supplemental/Concentration
2,000	Title I Part A: Basic Grants Low-Income and Neglected

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$25,760
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$59,128.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$25,033.00
Title I Part A: Parent Involvement	$727.00

Subtotal of additional federal funds included for this school: $25,760.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Supplemental/Concentration	$33,368.00

Subtotal of state or local funds included for this school: $33,368.00

Total of federal, state, and/or local funds for this school: $59,128.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Felicia WIlson	Principal
Tina Imbach	Classroom Teacher
Jolie Hagopian	Classroom Teacher
Hilda Herrera	Classroom Teacher
Belinda Jimenez	Other School Staff
P.J. Gordon	Parent or Community Member
Dina McWashington	Parent or Community Member
Erin Horn	Parent or Community Member
Stephanie Miller	Parent or Community Member
Jenny Hayes	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
English Learner Advisory Committee	*Martina Garcia 5/h/21*
Other: School Leadership Committee	*Jn Lhale 5-17-21*

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

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

This SPSA was adopted by the SSC at a public meeting on 5-7-21. Attested:

Principal, Dr. Felicia Wilson on 5-7-21	*5-17-21*
SSC Chairperson, Stephanie Miller on 5-7-21	*Stephanie a. Mill*