

School Year: **2023-24**



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 Date
Zamora Elementary School	57727100000000	4/28/23	May 25, 2023

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.

A comprehensive needs assessment of the entire school 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.

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.

Educational Partner 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 participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple groups at Zamora including ELAC (English Learner Advisory Committee), School Site Council, and staff. Each meeting included a review of the most recent California School Dashboard data for Zamora school students' academic performance, iReady data, 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

Due to the change in principalship mid year, the student advisory group and student survey were unable to be implemented. It will be a priority with the new principal to ensure that student voice is captured and used in any revisions of the SPSA.

ELAC and staff reviewed the SPSA on 4/25/23 and provided additional feedback. The school site council reviewed the plan on 4/28/23, considered recommendations and feedback from all groups, and finalized/ approved the SPSA on 4/28/23.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	0.79%	0%	4	3	0
African American	1.0%	1.31%	1.3%	4	5	5
Asian	2.5%	2.62%	2.34%	10	10	9
Filipino	%	0.26%	0.52%		1	2
Hispanic/Latino	49.9%	52.88%	53.39%	199	202	205
Pacific Islander	%	%	0.52%			2
White	40.1%	36.39%	35.68%	160	139	137
Multiple/No Response	4.8%	4.45%	4.43%	19	17	17
	Total Enrollment			399	382	384

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	52	54	61
Grade 1	50	52	60
Grade 2	61	49	55
Grade3	45	54	49
Grade 4	60	46	53
Grade 5	72	60	46
Grade 6	59	67	60
Total Enrollment	399	382	384

Conclusions based on this data:

1. Enrollment continues to decline in all grade levels.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	28	28	33	7.00%	7.3%	8.6%
Fluent English Proficient (FEP)	38	37	23	9.50%	9.7%	6.0%
Reclassified Fluent English Proficient (RFEP)	13			46.4%		

Conclusions based on this data:

1. Our EL (English Learner) numbers are maintaining at a low level. This is due in part to the number of students we were able to reclassify the last few years.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43	48		0	44		0	44		0.0	91.7	
Grade 4	47	43		0	41		0	41		0.0	95.3	
Grade 5	61	49		0	48		0	48		0.0	98.0	
Grade 6	53	61		0	61		0	61		0.0	100.0	
All Grades	204	201		0	194		0	194		0.0	96.5	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2476.			45.45			27.27			13.64			13.64	
Grade 4		2499.			51.22			9.76			19.51			19.51	
Grade 5		2549.			50.00			22.92			10.42			16.67	
Grade 6		2540.			19.67			39.34			21.31			19.67	
All Grades	N/A	N/A	N/A		39.69			26.29			16.49			17.53	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.36			52.27			11.36	
Grade 4		26.83			60.98			12.20	
Grade 5		37.50			54.17			8.33	
Grade 6		21.31			54.10			24.59	
All Grades		29.90			55.15			14.95	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.91			54.55			4.55	
Grade 4		36.59			39.02			24.39	
Grade 5		39.58			47.92			12.50	
Grade 6		26.23			50.82			22.95	
All Grades		35.05			48.45			16.49	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			68.18			6.82	
Grade 4		12.20			75.61			12.20	
Grade 5		25.53			68.09			6.38	
Grade 6		11.48			73.77			14.75	
All Grades		18.13			71.50			10.36	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			68.18			6.82	
Grade 4		24.39			63.41			12.20	
Grade 5		22.92			66.67			10.42	
Grade 6		21.31			63.93			14.75	
All Grades		23.20			65.46			11.34	

Conclusions based on this data:

1. The data from 18-19 and 21-22 shows learning has remained fairly stable at Zamora.
2. The percentage of students above standard in research and inquiry has declined, but the percentage of students below standard in that area also declined.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43	48		0	44		0	44		0.0	91.7	
Grade 4	47	43		0	41		0	41		0.0	95.3	
Grade 5	61	49		0	47		0	47		0.0	95.9	
Grade 6	53	61		0	60		0	60		0.0	98.4	
All Grades	204	201		0	192		0	192		0.0	95.5	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2467.			43.18			29.55			13.64			13.64	
Grade 4		2493.			31.71			19.51			34.15			14.63	
Grade 5		2533.			34.04			21.28			25.53			19.15	
Grade 6		2526.			25.00			25.00			18.33			31.67	
All Grades	N/A	N/A	N/A		32.81			23.96			22.40			20.83	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.73			38.64			13.64	
Grade 4		46.34			36.59			17.07	
Grade 5		38.30			40.43			21.28	
Grade 6		23.33			43.33			33.33	
All Grades		37.50			40.10			22.40	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.64			52.27			9.09	
Grade 4		26.83			46.34			26.83	
Grade 5		23.40			55.32			21.28	
Grade 6		23.33			50.00			26.67	
All Grades		27.60			51.04			21.35	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.36			47.73			15.91	
Grade 4		21.95			63.41			14.63	
Grade 5		21.28			65.96			12.77	
Grade 6		18.33			63.33			18.33	
All Grades		23.96			60.42			15.63	

Conclusions based on this data:

1. Mathematics scores have showed a small decline since 18-19.
2. The majority of the shift in scores is a decline in students scoring above standard, with small increases at each of the other performance bands.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		4	4	
1	*	*		*	*		*	*		7	*	
2	*	*		*	*		*	*		4	6	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades										27	20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.41	10.00		33.33	50.00		25.93	35.00		33.33	5.00		27	20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	22.22	20.00		37.04	50.00		11.11	25.00		29.63	5.00		27	20	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	29.63	35.00		44.44	60.00		25.93	5.00		27	20	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	29.63	30.00		44.44	65.00		25.93	5.00		27	20	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	3.70	10.00		33.33	80.00		62.96	10.00		27	20	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	7.41	25.00		48.15	55.00		44.44	20.00		27	20	

Conclusions based on this data:

1. The largest percent of students by overall achievement - sit at 3, which is 50% of our students who are EL
2. Students scoring in levels 3 and 4 in all domains have increased, showing instruction is effective.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
382	52.9	7.3	0.3
Total Number of Students enrolled in Zamora Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	7.3
Foster Youth	1	0.3
Homeless	8	2.1
Socioeconomically Disadvantaged	202	52.9
Students with Disabilities	81	21.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
American Indian	3	0.8
Asian	10	2.6
Filipino	1	0.3
Hispanic	202	52.9
Two or More Races	17	4.5
Pacific Islander		
White	139	36.4

Conclusions based on this data:

1. Zamora has a consistent demographic population and we typically do not experience large movements of students in and out of our school from year to year. The exception being the past two years involving school closures.
2. Our English Learner population has dropped and consists of approximately 7% of our population - this is a 2.5% 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

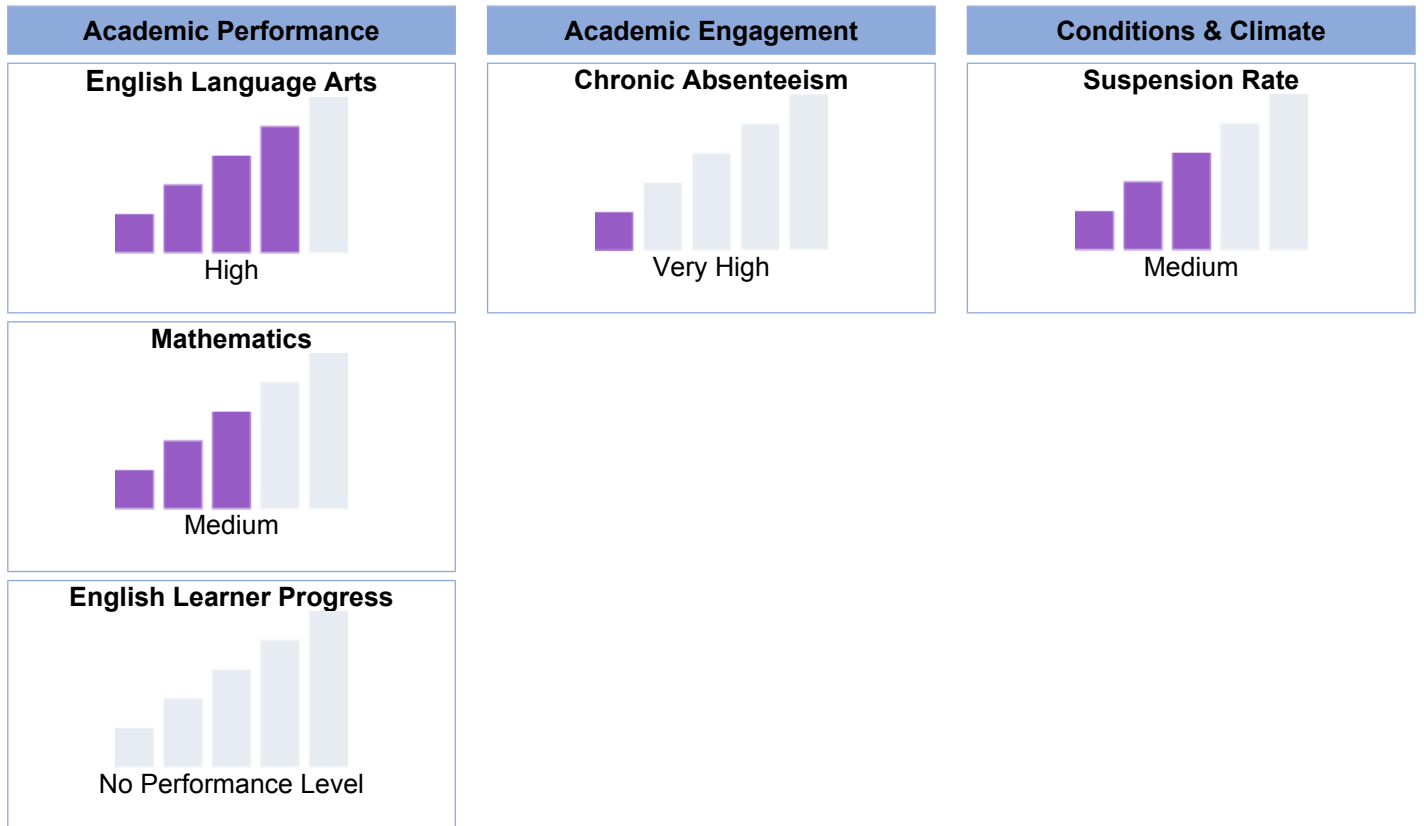
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. We are proud of our progress and achievement levels in mathematics and language arts as reflected in medium and high scores for these areas. Minimal pandemic impacts are shown.
2. Chronic absenteeism remains high. This can be attributed to school closures, COVID, and the challenges many families faced with returning to school and COVID protocols. We continue to work with our families to return to pre-

COVID attendance habits. This effort is supported by our Attendance Clerk, Attendance Liaison, and Café Specialist who all work on outreach to families.

3. The suspension rate is medium, reflecting an increase in student struggles post pandemic.

School and Student Performance Data

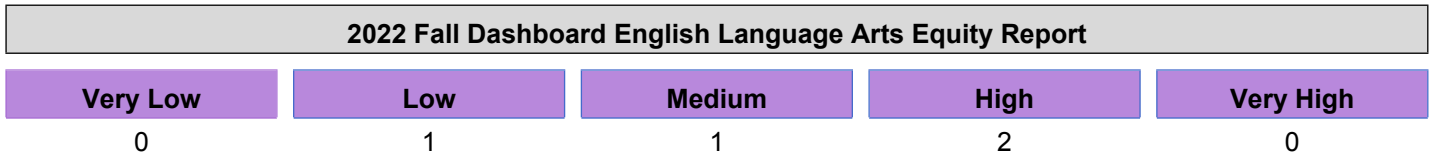
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

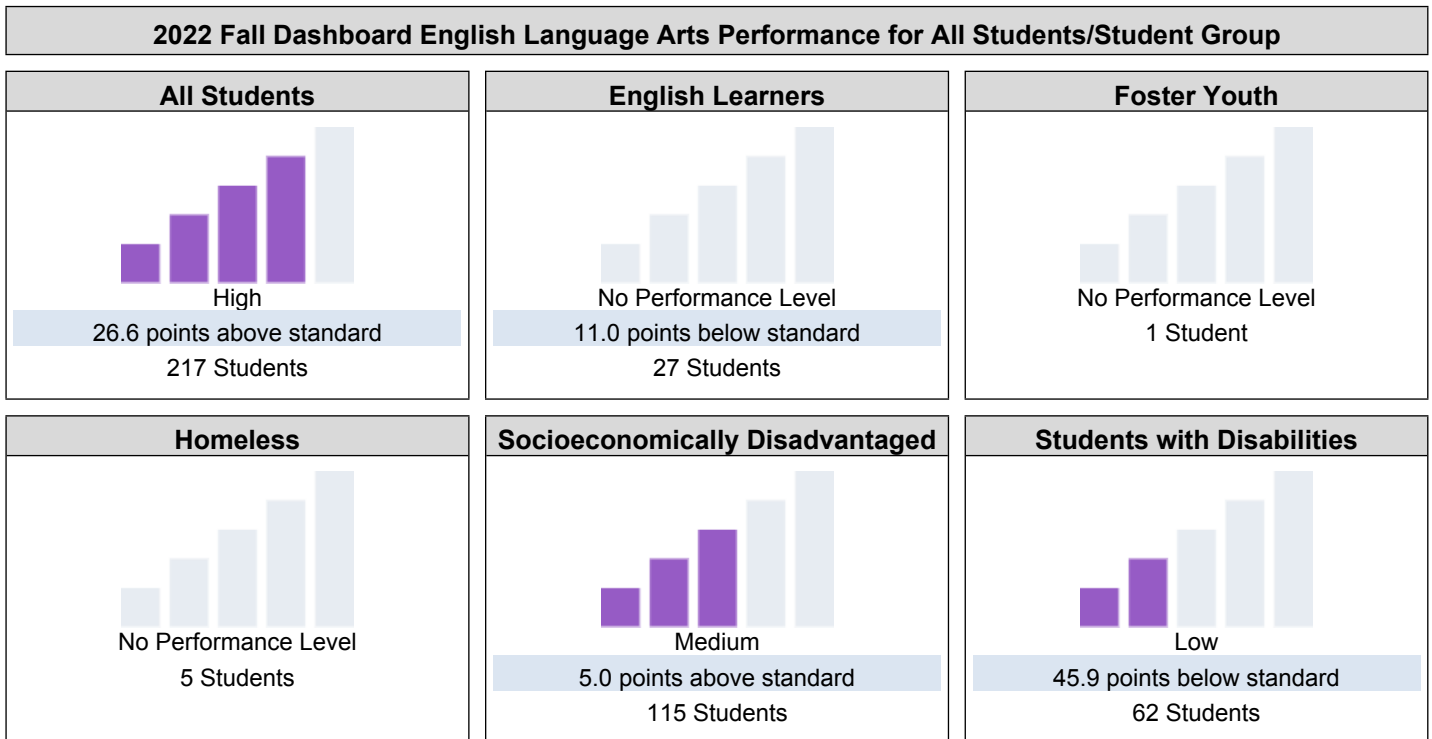
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



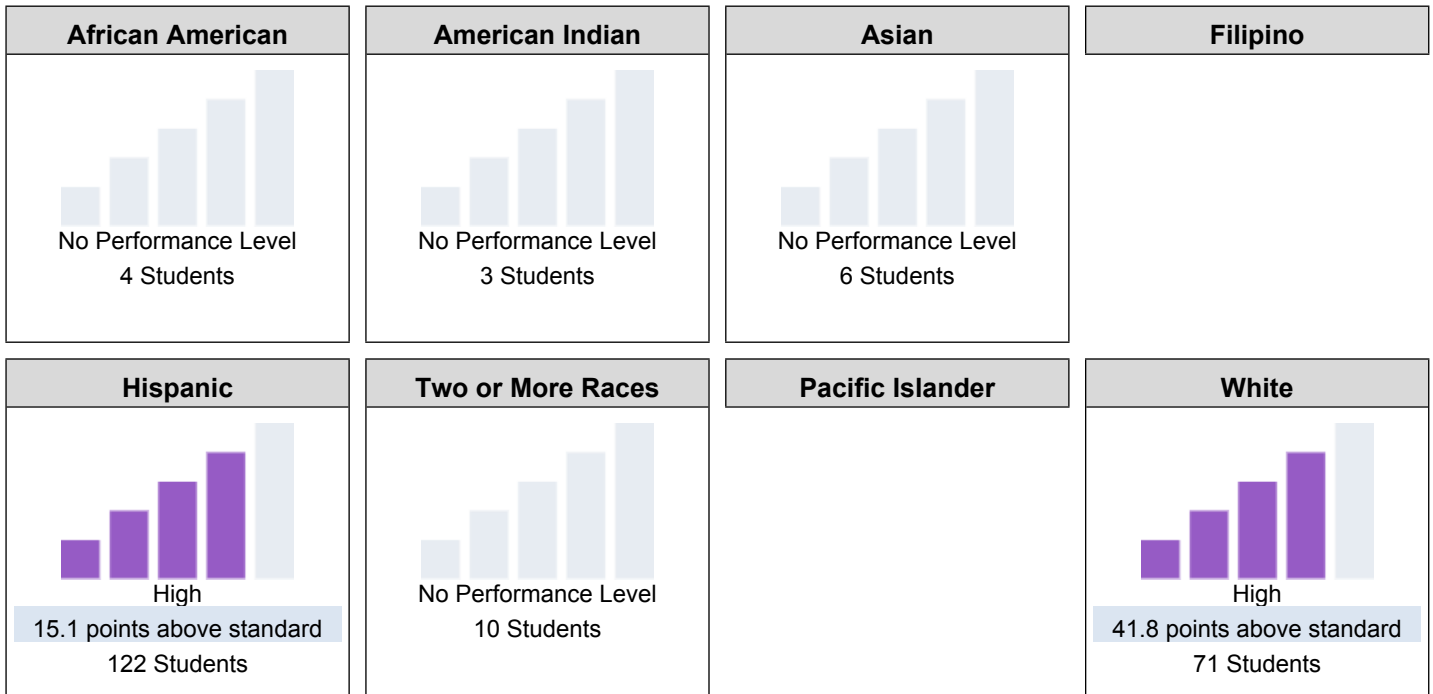
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	0.6 points above standard 21 Students	31.6 points above standard 175 Students

Conclusions based on this data:

1. Our continued focus and concern includes our Students with Disabilities, which is a clear achievement gap, performing 70 points below the general populations.
2. We are proud of the sustained progress of our students in all student groups.

School and Student Performance Data

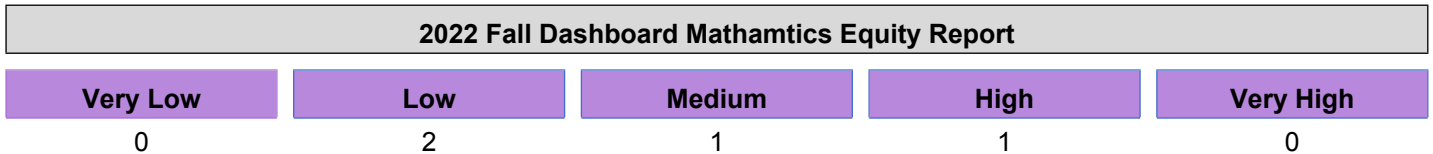
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

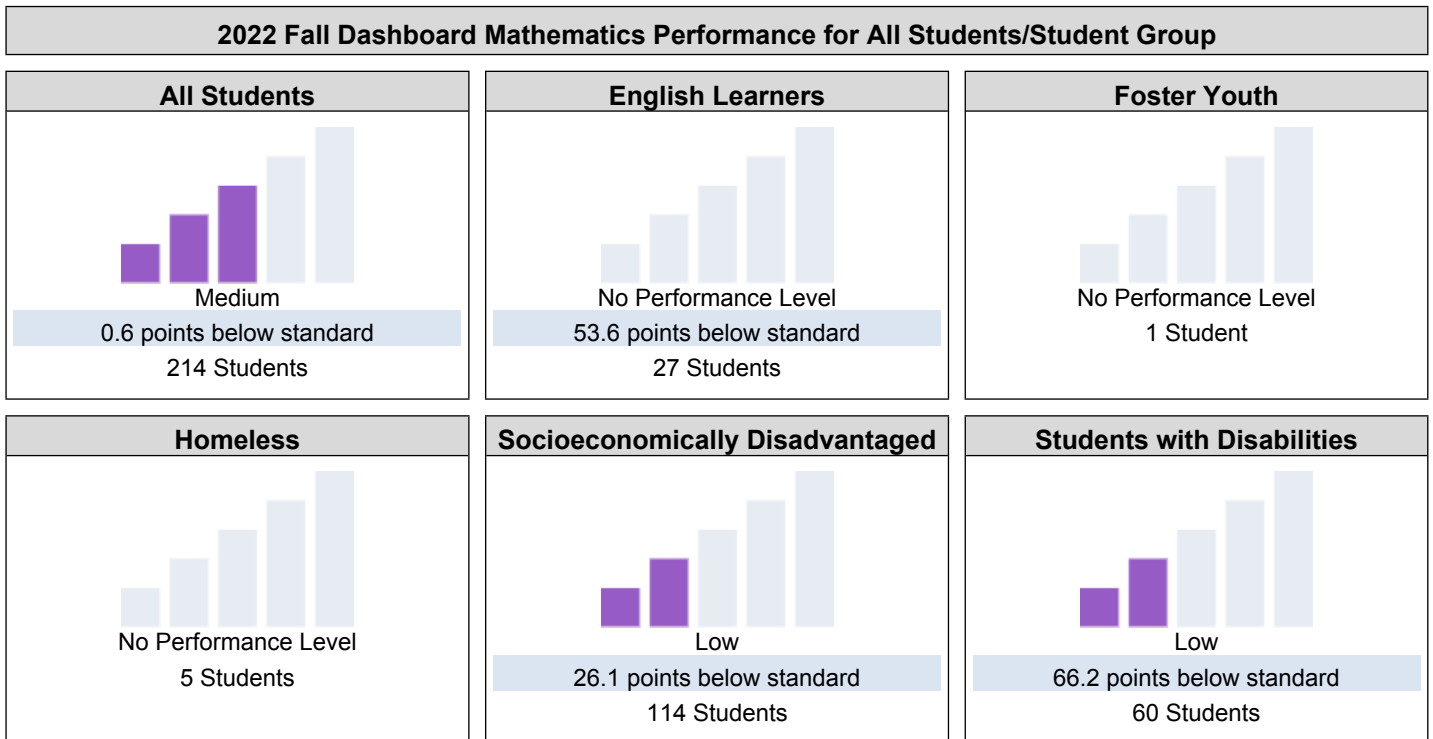
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



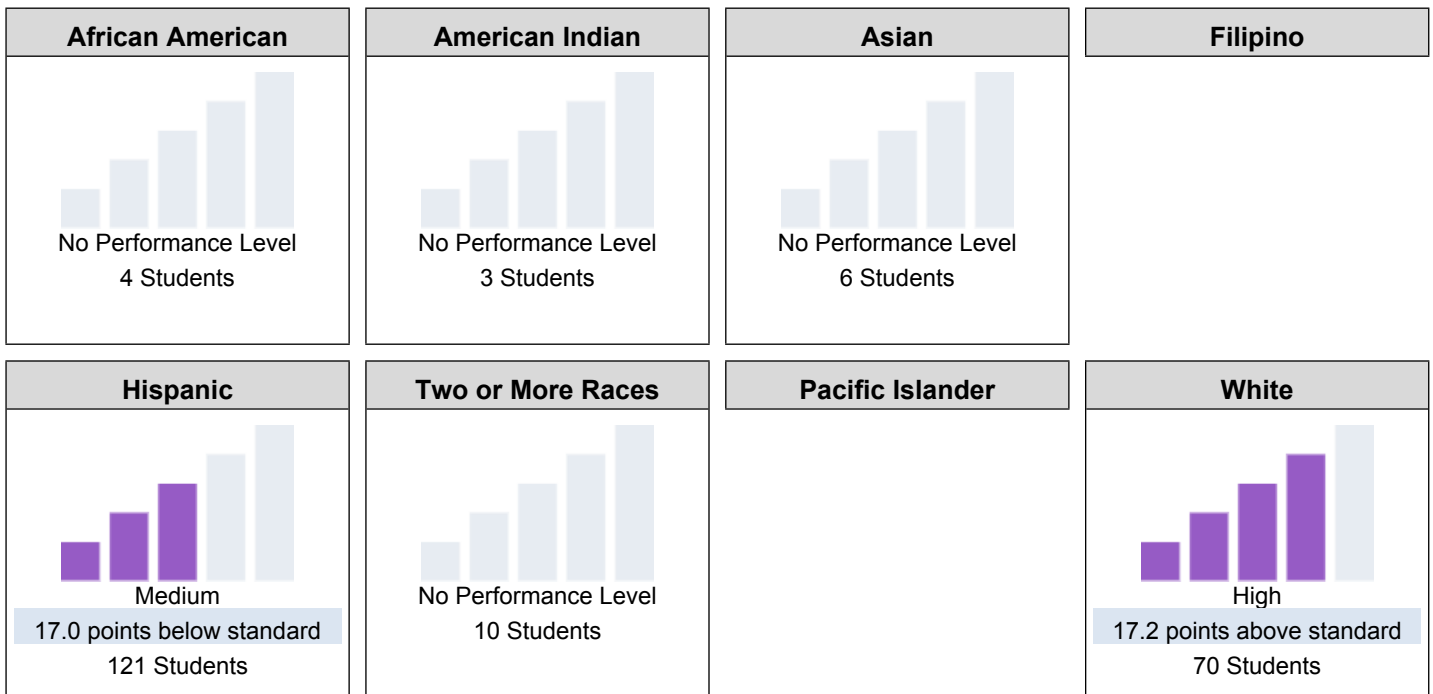
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	<div style="background-color: #e6f2ff; padding: 2px;">38.5 points below standard</div> 21 Students	<div style="background-color: #e6f2ff; padding: 2px;">6.7 points above standard</div> 172 Students

Conclusions based on this data:

1. Our group for focus in mathematics would be - Students with Disabilities and Socio-economically disadvantaged - as these groups has scored in the low as compared to our overall student population that has scored in medium- therefore highlighting a "gap."
2. Mathematics progress has declined overall, which implies a need as a focus area for 23-24 and professional learning community (PLC) work.

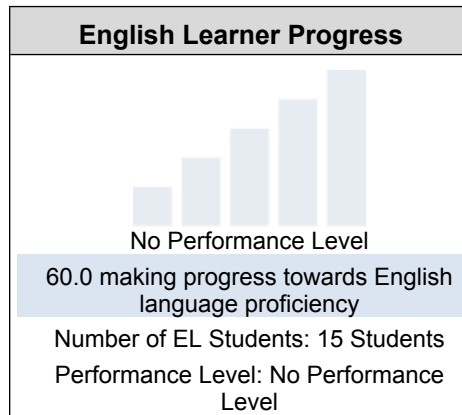
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
20.0%	20.0%	0.0%	60.0%

Conclusions based on this data:

1. We have decreased the number of EL (English Learner) students identified at our site and students are making significant progress, with 60% of students increasing an ELPI level.
3. We are focusing on the 20% of students who have maintained their level or declined a 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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

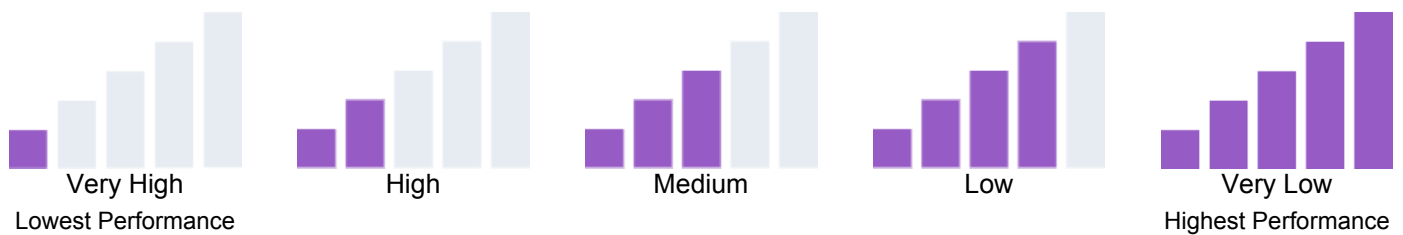
1. not applicable

School and Student Performance Data

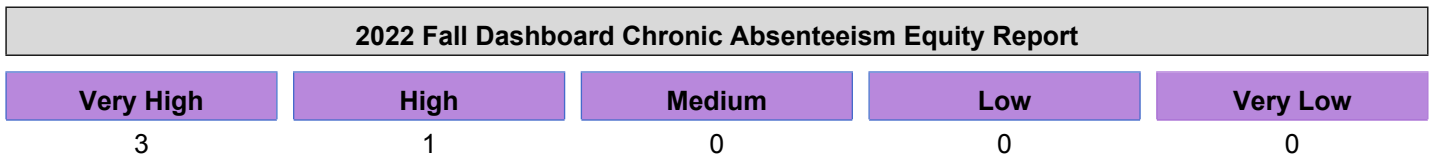
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

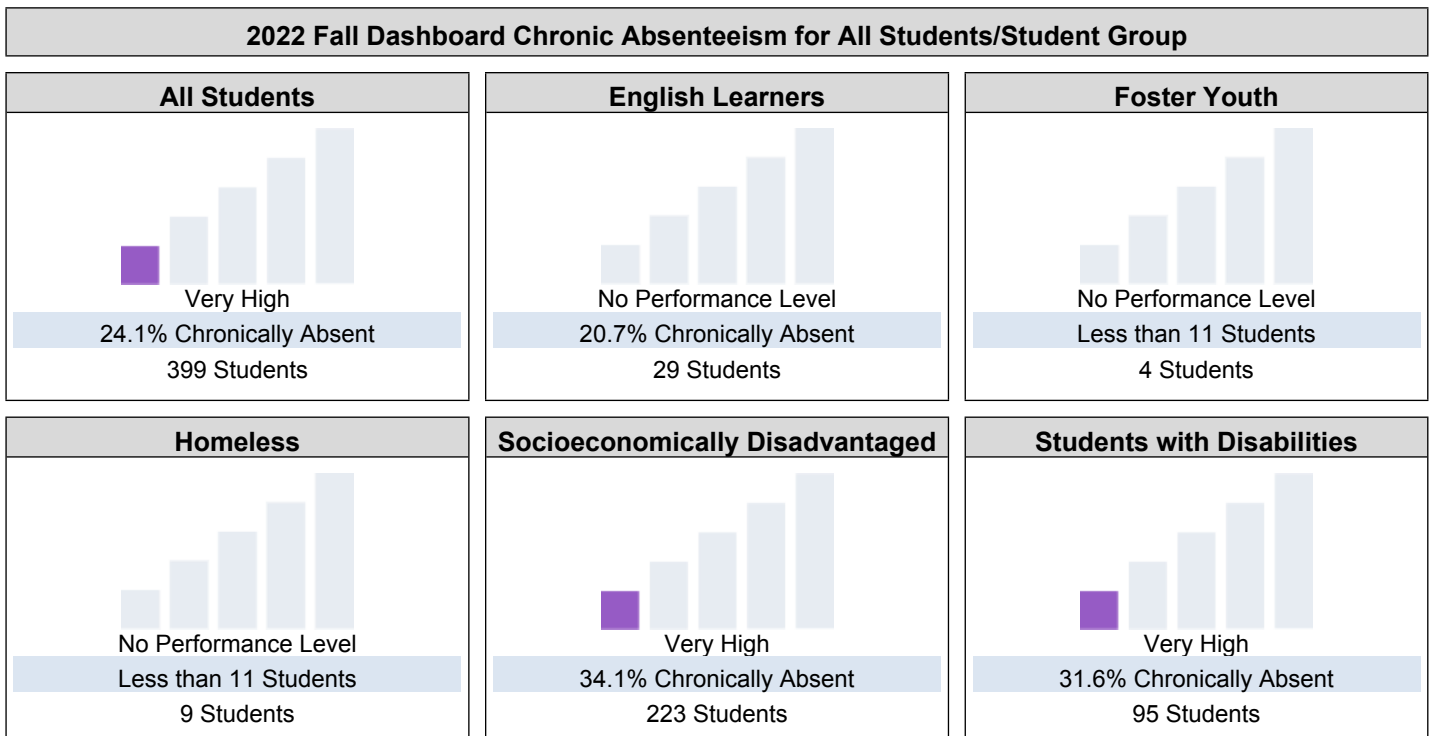
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



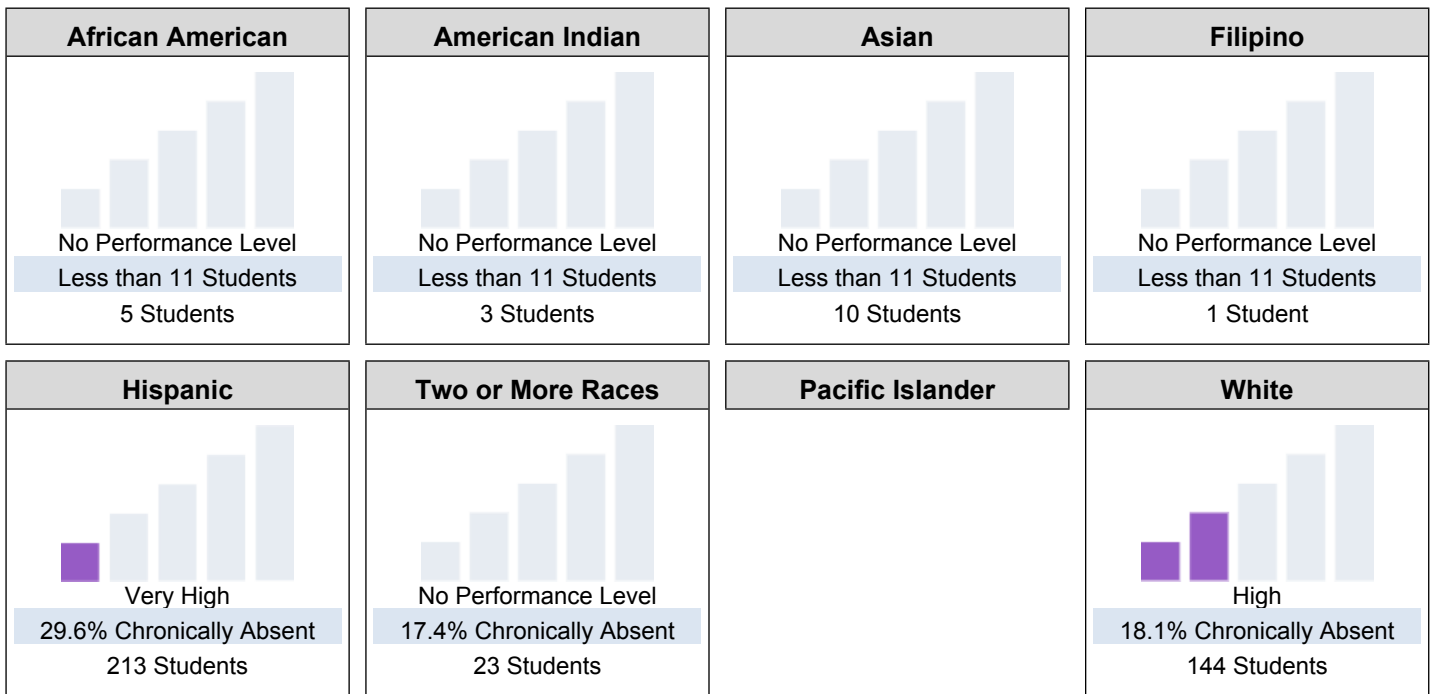
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic absenteeism is high as our students and families transitioned to school.
2. Our most critical group still remains as our Students with Disabilities and disadvantaged students, as their rate of absenteeism is higher than the general population - this is a historical problem as well. We will be directing efforts to specific students with chronic levels through an action plan process that will include the teacher, student, and family.
3. We continue to work with our families to return to pre-COVID attendance habits. This effort is supported by our Attendance Clerk, Attendance Liaison, and Café Specialist who all work on outreach to families.

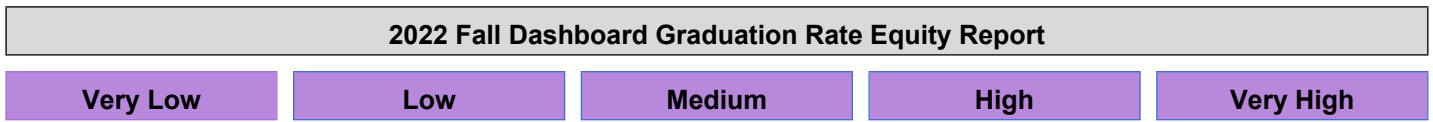
School and Student Performance Data

Academic Engagement Graduation Rate

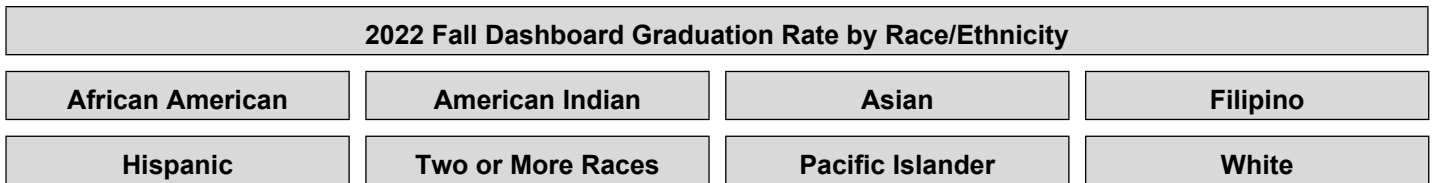
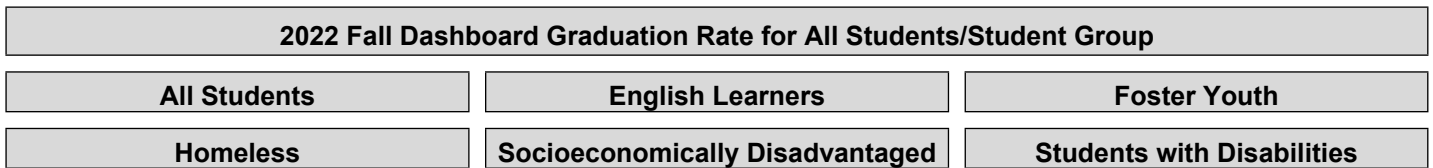
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- not applicable

School and Student Performance Data

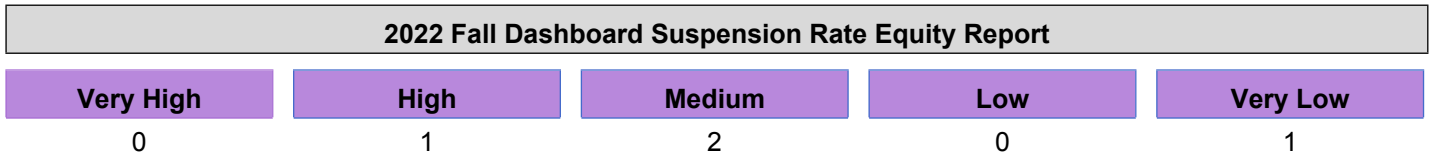
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

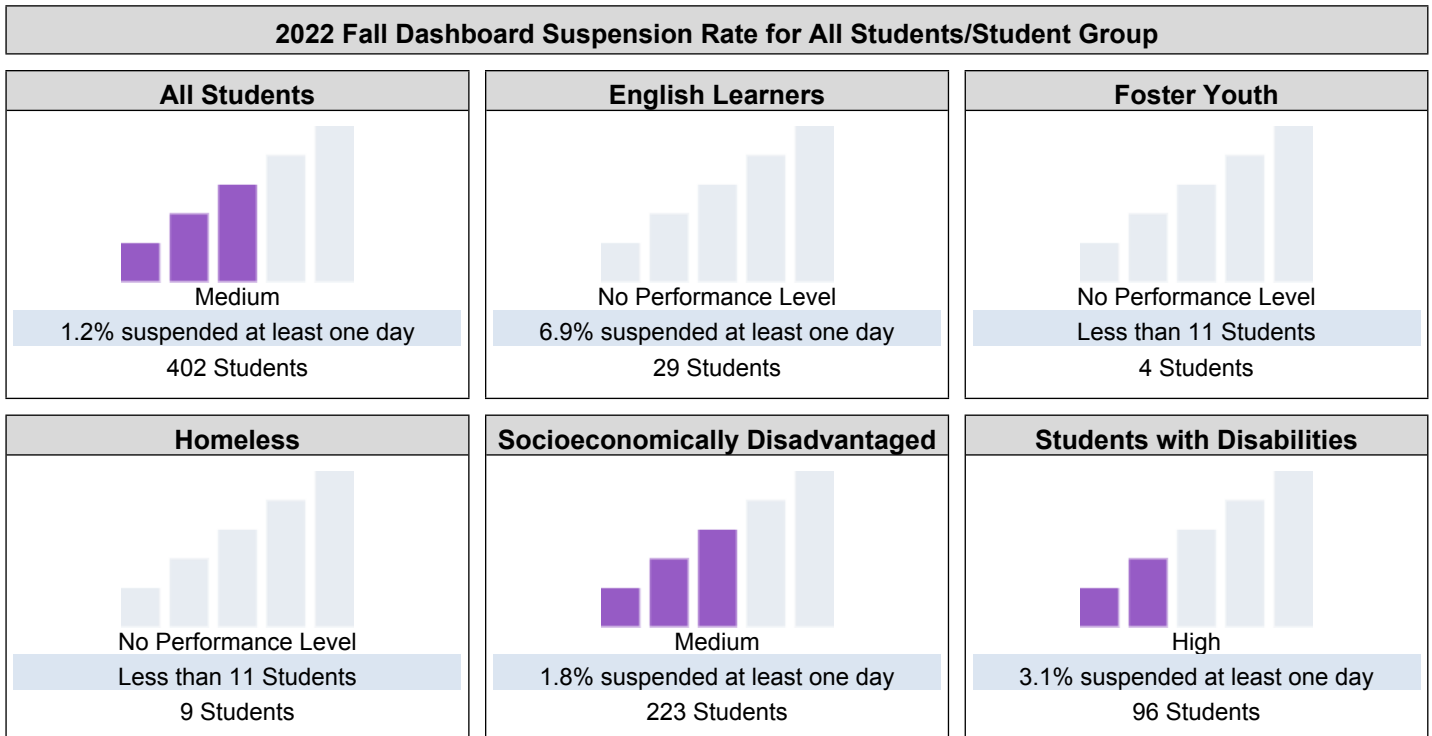
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



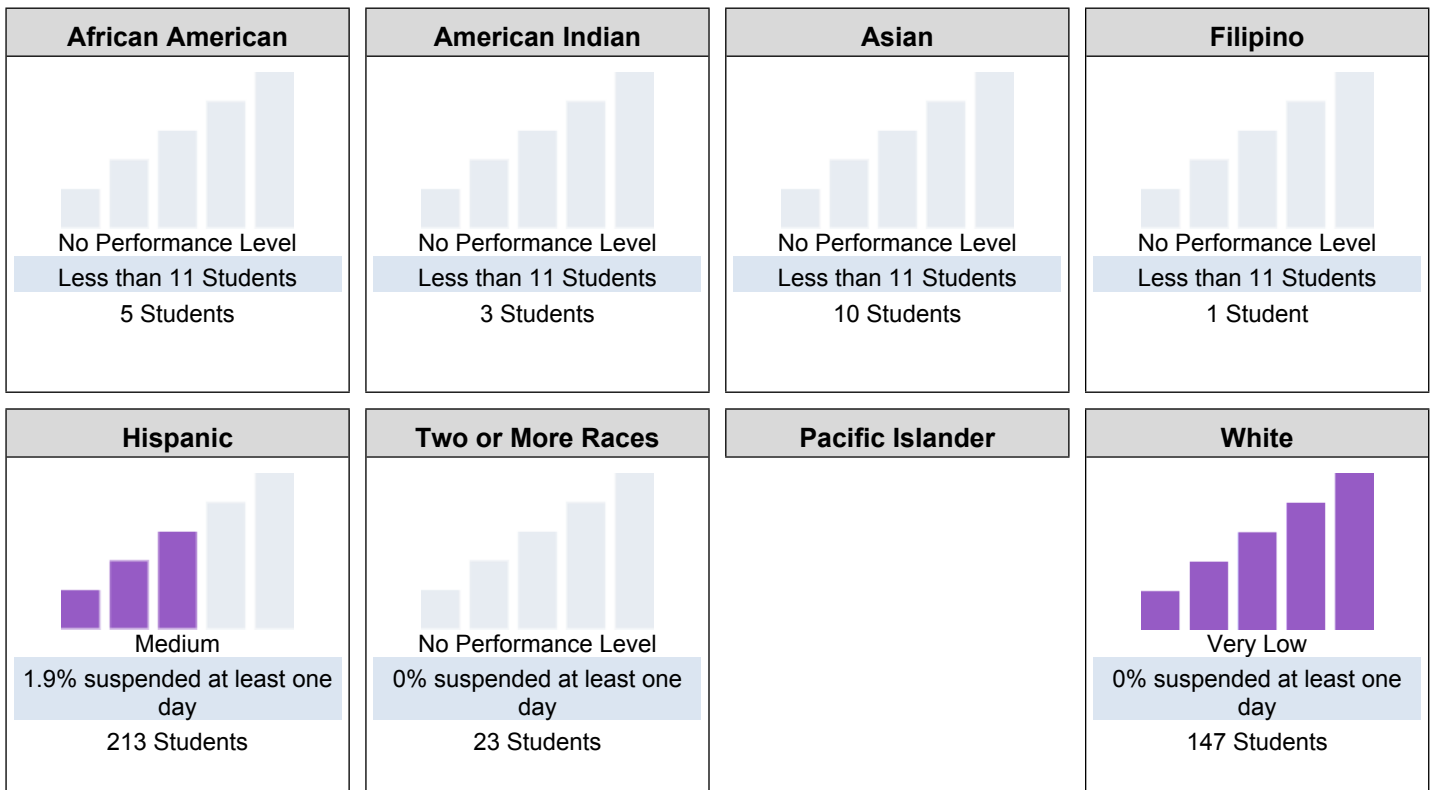
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate is considered medium.
2. Students with disabilities are suspended more frequently, implying a need for social emotional supports for this group.

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 VAPA (Visual and Performing Arts).	76 students participated in music	Increase the number of students participating in Band and/or Strings by 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 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 (Positive Behavior Intervention and Support) 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 behavior supports
- assemblies
- extra duty costs for school-wide activities
- 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)
3,000	Supplemental/Concentration
539	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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. 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 strong feeling of community on our campus, and excellent parent support. Teachers continue to implement daily Social Emotional Learning to build student resiliency and school connectedness throughout, and identify students to build and maintain caring relationships.

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 continued with PBIS incentives of Zoonie bucks and our biweekly Zoonie Store, and saw success with this initiative. Career days and CTE connections were lacking due to a shift in administration.

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.

No major changes as waiting for new principal to determine next steps.

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 English Language Arts (ELA) and Math Academic Indicator.	According to the dashboard - ELA - level High (all students) Math - level Medium (all students)	Maintain current level in ELA and increase to high in math
Performance level on English Learner Progress Indicator (ELPI)	According to the - 60% of English Learners are making progress	Maintain
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	Our CAASPP results indicate that - 65.98% of students meet or exceed standards in ELA	At least 68% 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 CAASPP results indicate that - 56.77% of students meet or exceed standards in Math	At least 60% of students will meet or exceed standards in Math
Percentage and number of students who are chronically absent	According to the Dashboard 24.1% of students are marked as chronically absent	Decrease the total percent by 5%,
Student sense of safety and school connectedness	No baseline as survey was not administered	To increase each area by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	According to the dashboard- we had a 1.2% suspension rate - which translates to medium	To maintain a rate of below 1%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	No baseline as survey was not administered	50% of parents will complete survey
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	Reading 47% Math 31%	To increase both math and ELA levels at the midyear point by 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 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.

- 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, 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.

- 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 (English Learner) , RFEP (Redesignated Fully English Proficient), 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
- intervention model, to be implemented during the school day, to support mastery of standards

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)
18685	Supplemental/Concentration
13366	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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 collaboration and intervention services, we are able to hone our instructional practices in the classroom and also offer tiered levels of supports to students. Using our district assessment tool - iReady Diagnostic - we have been able to follow trends and compare mid-year data with years prior. Through our needs assessment process, we came to the conclusion that school connectedness and student attentiveness and effort are areas of concern. As funds were not able to be spent on the UC Davis Math Project, monies were diverted to purchase reading incentives and additional materials and supplies.

Additional intervention groups have been formed to better meet student needs. Instruction has remained rigorous in order to help students meet the high academic content standards.

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 were able to hire a Reading Support and Intervention Coordinator to work with grades 1-3. This has allowed our intervention groups to be smaller and more targeted. We were also able to add some funding to the intervention instructor budget to increase the number of hours offered.

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 - we will continue the strategies and activities that support this. The intervention model is of particular importance at this time as we strive to close gaps in student achievement. Additional consideration to be placed on math intervention and collaboration as indicated by our needs assessment.

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 (EL)	3%	Increase to 6%
English Learner Progress Indicator (ELPI)	According to the dashboard - 60% of English Learners are making progress	Maintain
Improve the school's rating of the English Learner Roadmap Principle 1 on the self- assessment.	Principle 1 of the English Learner Roadmap (out of a score of 4.0) : 2.0 Languages and cultures are assets 2.5 No single EL profile 3.0 School climate is affirming, inclusive, safe 2.5 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).
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	Reading: 30% Math: 30%	Reading: 37% Math 37%

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

Professional Development (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 instruction

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)

3500

3500

Source(s)

Supplemental/Concentration

Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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.

Traditionally, 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 usually 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 - and year. This year due to substitute shortages, we have not been able to complete this process as diligently as proposed. Teachers have continued to monitor and collaborate regarding the needs of our EL students, however, the process has not been as formal. Now that staffing has stabilized, we are resuming the process and will continue this strategy into next year.

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.

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. Next 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 (Gang Resistance Education and Training) 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
Number of extracurricular and co-curricular programs offered	We have fall, winter, and spring offerings. 2 classes per season on average	Continue 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	Due to change in principal, no surveys were administered	50% of students will be surveyed
Number and percent of students by representative demographic providing input to the SPSA through focus groups	Due to change in principal, no focus groups were administered	10% of students, who are demographically representative of the school, will participate in focus groups

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

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
- student-led clubs for grades 3-6 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, Arts, 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
- materials and supplies to enhance the school campus and playgrounds
- field trips
- parent nights

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)

6,000

3,000

566

Source(s)

Supplemental/Concentration

Title I Part A: Basic Grants Low-Income and Neglected

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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.

While we got off to a slow start, we were able to offer a variety of extra-curricular clubs and activities for students: Robotics, PE (physical education) Games, Choir, Watercolor, Lego Club, Game Club, STEAM and Walking Club. All activities proved widely popular and students provided positive feedback. Field trips were popular and allowed our families and students to re-engage with school.

During student group meetings, students expressed positive support for the development of more activities. Students also requested upgrades to PE and recess equipment, as well as upgrades to the playgrounds: tether balls, soccer nets, new ball wall, basketball nets, more recess equipment, improved blacktop area, more shade structures, and others- this was implemented

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

none

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 recommendations made by the Student Advisory Group and the Student Council will continue to be taken into consideration in purchasing equipment and investing in site upgrades.

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	\$20,971
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52,156.00

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	\$20,405.00
Title I Part A: Parent Involvement	\$566.00

Subtotal of additional federal funds included for this school: \$20,971.00

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	\$31,185.00

Subtotal of state or local funds included for this school: \$31,185.00

Total of federal, state, and/or local funds for this school: \$52,156.00

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
David Nevarez	Principal
Jolie Hagopian	Classroom Teacher
Janet Mathiesen	Classroom Teacher
Sandra Crough	Classroom Teacher
Vanessa Martinez	Other School Staff
Rebecca Long	Parent or Community Member
Erin Horn	Parent or Community Member
Sonia Cardenas	Parent or Community Member
B. Wright	Parent or Community Member
Brittney Echols	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

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 4/28/23 .

Attested:

Principal, 

SSC Chairperson, 