

School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Zamora Elementary School	57727100000000	4/29/24	5/23/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Zamora Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 5
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 14
 - California School Dashboard 18
- Goals, Strategies, & Proposed Expenditures..... 33
 - Goal 1..... 33
 - Goal 2..... 36
 - Goal 3..... 41
 - Goal 4..... 45
- Budget Summary 49
 - Budget Summary 49
 - Other Federal, State, and Local Funds 49
- Budgeted Funds and Expenditures in this Plan 50
 - Funds Budgeted to the School by Funding Source..... 50
 - Expenditures by Funding Source 50
 - Expenditures by Budget Reference 50
 - Expenditures by Budget Reference and Funding Source 50
 - Expenditures by Goal..... 50
- School Site Council Membership 51
- Recommendations and Assurances 52
- Instructions..... 53
- Appendix A: Plan Requirements 60
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 63
- Appendix C: Select State and Federal Programs 66

Plan Description

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

This plan is being used by Zamora Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

A comprehensive needs assessment of the entire school includes information on students' academic achievement 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, particularly those 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 Zamora Elementary 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 five times per year and reviews the school's data and progress made on goals within the School Plan for Student Achievement (SPSA). It also reviews the CA Dashboard, 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 reviewing the most recent California School Dashboard data for Zamora school students' academic performance, iReady data, attendance, reclassification, and suspension rates. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

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The Youth Advisory Group met twice monthly beginning in February 2024 and comprised a diverse group of 4th-6th grade students. Bi-monthly discussions with students resulted in the formation of group norms created with the students: We listen, We Take Turns, We have fun. Students showed interest in having access to more homemade foods in the cafeteria like the posole and homemade cinnamon rolls. The Youth Advisory Group also showed real interest in improving our facilities. Their input on filling holes in the field, repainting the ball wall, cleaning out of the nature center, improved bathroom facilities (privacy between bathroom stalls) and access to PE equipment/recess equipment are reflected in Goal 4 under strategies and will be used as metric in the 2024-2025 SPSA. Other areas discussed were routines and procedures on our campus that students would like us to take another look at, like allowing 4th graders to play football and purchasing new/specific book series for the school library.

The administrator also shared the CA Dashboard with the Student Council, and student surveys were implemented in the fall of 2023 and spring of 2024. The fall 2023 student and spring 2024 parent surveys were used to address/focus

site needs. The CA Healthy Kids Survey was given to site 5th graders, staff, and parents in Spring 2024. All of the data from the surveys supported the development of the goals and actions of the Zamora Site Plan. Of particular importance in the upcoming year is to increase student engagement and connectedness to all staff on campus. As a new administrator, ensuring that student voice and choice are captured and used in any 2024-2025 SPSA revisions has been a priority. Additionally, the administrator used information from the Bullying Survey (2023) to determine site needs and opportunities for growth in student safety. Disordered conduct such as fighting, are areas that parents, students, and staff report need continued support. Our campus will return to working on growing our Positive Behavioral Interventions and Supports in the 2024-2025 school year, by attending more professional development with our county partners. Restorative practices are in place, but we need to continue to grow our problem-solving skills with students and between students.

ELAC and staff reviewed the SPSA on March 28, 2024 and provided additional feedback. The school site council reviewed the plan on April 29, 2024, considered recommendations and feedback from all groups, and finalized/approved the SPSA on April 29, 2024.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism and Suspension Rates fell in the "orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts: Students with disabilities scored two performance levels below the "all student" performance.

Mathematics: Socioeconomically disadvantaged and students with disabilities scored two performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Support for chronic absenteeism continues to be a need on our site, as does reducing the number of students with disabilities and socioeconomically disadvantaged students who are suspended. A climate and culture that increases student engagement needs to be addressed, as does the implementation of inclusivity practices site wide. Culturally relevant teaching practices will be an area of focus in the 2024-2025 school year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Zamora Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

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 increased across the following grade levels from 2021 to 2023: kindergarten, first, second, and fourth.
2. Enrollment decreased across the following grade levels: 3rd, 5th, and 6th. Total enrollment increased by 2 students.
3. Our two highest student groups are Hispanic/Latino and White. Our Hispanic population has increased by about 3 percent over the past three years, and our white population has decreased by about 5 percent over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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 maintained at a low level, with a slight increase of over 1 percent. This is partly due to the number of students we were able to reclassify in the last three years.
2. Fluent English Proficient students have declined 3.5 percent over the last three years.
3. Our site has not had any RFEP students for the past two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	43	48	46	0	44	45	0	44	45	0.0	91.7	97.8
Grade 4	47	43	46	0	41	44	0	41	44	0.0	95.3	95.7
Grade 5	61	49	42	0	48	40	0	48	40	0.0	98.0	95.2
Grade 6	53	61	50	0	61	49	0	61	49	0.0	100.0	98.0
All Grades	204	201	184	0	194	178	0	194	178	0.0	96.5	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2456.		45.45	40.00		27.27	15.56		13.64	33.33		13.64	11.11
Grade 4		2499.	2534.		51.22	56.82		9.76	29.55		19.51	4.55		19.51	9.09
Grade 5		2549.	2528.		50.00	27.50		22.92	27.50		10.42	27.50		16.67	17.50
Grade 6		2540.	2519.		19.67	18.37		39.34	28.57		21.31	24.49		19.67	28.57
All Grades	N/A	N/A	N/A		39.69	35.39		26.29	25.28		16.49	22.47		17.53	16.85

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	22.22		52.27	68.89		11.36	8.89
Grade 4		26.83	29.55		60.98	65.91		12.20	4.55
Grade 5		37.50	15.00		54.17	72.50		8.33	12.50
Grade 6		21.31	24.49		54.10	51.02		24.59	24.49
All Grades		29.90	23.03		55.15	64.04		14.95	12.92

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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	24.44		54.55	60.00		4.55	15.56
Grade 4		36.59	43.18		39.02	52.27		24.39	4.55
Grade 5		39.58	15.00		47.92	72.50		12.50	12.50
Grade 6		26.23	14.29		50.82	51.02		22.95	34.69
All Grades		35.05	24.16		48.45	58.43		16.49	17.42

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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	8.89		68.18	80.00		6.82	11.11
Grade 4		12.20	20.45		75.61	70.45		12.20	9.09
Grade 5		25.53	15.00		68.09	77.50		6.38	7.50
Grade 6		11.48	8.16		73.77	77.55		14.75	14.29
All Grades		18.13	12.92		71.50	76.40		10.36	10.67

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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	24.44		68.18	64.44		6.82	11.11
Grade 4		24.39	29.55		63.41	68.18		12.20	2.27
Grade 5		22.92	27.50		66.67	57.50		10.42	15.00
Grade 6		21.31	22.45		63.93	53.06		14.75	24.49
All Grades		23.20	25.84		65.46	60.67		11.34	13.48

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Conclusions based on this data:

1. The data from 21-22 to 22-23 shows learning has remained relatively stable at Zamora in ELA.
2. The percentage of students below standard is highest in writing, with a 1 percent increase of students below the standard from last year. Students in Grade 6 showed an increase of about 10 percent below standard in research/inquiry and analyzing information.
3. The overall achievement of 6th-grade students in ELA showed a 5 percent increase in students who nearly met the standard and a 9 percent increase in students who did not meet the standard over the past two years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	43	48	46	0	44	44	0	44	44	0.0	91.7	95.7
Grade 4	47	43	46	0	41	43	0	41	43	0.0	95.3	93.5
Grade 5	61	49	42	0	47	40	0	47	40	0.0	95.9	95.2
Grade 6	53	61	50	0	60	49	0	60	49	0.0	98.4	98.0
All Grades	204	201	184	0	192	176	0	192	176	0.0	95.5	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2454.		43.18	25.00		29.55	36.36		13.64	22.73		13.64	15.91
Grade 4		2493.	2516.		31.71	34.88		19.51	34.88		34.15	16.28		14.63	13.95
Grade 5		2533.	2525.		34.04	32.50		21.28	22.50		25.53	22.50		19.15	22.50
Grade 6		2526.	2521.		25.00	20.41		25.00	18.37		18.33	22.45		31.67	38.78
All Grades	N/A	N/A	N/A		32.81	27.84		23.96	27.84		22.40	21.02		20.83	23.30

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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	36.36		38.64	47.73		13.64	15.91
Grade 4		46.34	48.84		36.59	39.53		17.07	11.63
Grade 5		38.30	35.00		40.43	42.50		21.28	22.50
Grade 6		23.33	24.49		43.33	36.73		33.33	38.78
All Grades		37.50	35.80		40.10	41.48		22.40	22.73

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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	31.82		52.27	45.45		9.09	22.73
Grade 4		26.83	23.26		46.34	60.47		26.83	16.28
Grade 5		23.40	22.50		55.32	55.00		21.28	22.50
Grade 6		23.33	12.24		50.00	53.06		26.67	34.69
All Grades		27.60	22.16		51.04	53.41		21.35	24.43

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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	27.27		47.73	65.91		15.91	6.82
Grade 4		21.95	32.56		63.41	48.84		14.63	18.60
Grade 5		21.28	27.50		65.96	52.50		12.77	20.00
Grade 6		18.33	14.29		63.33	57.14		18.33	28.57
All Grades		23.96	25.00		60.42	56.25		15.63	18.75

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Conclusions based on this data:

- About 38 percent of our 6th-grade students are below the standard in overall math achievement.
- Our 3rd grade students had a significant drop in the number of students exceeding the math achievement standard.
- 24 percent of our students were below standard in problem-solving and modeling/data analysis.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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	10
1	*	*	*	*	*	*	*	*	*	7	*	*
2	*	*	*	*	*	*	*	*	*	4	6	*
3	*	*	*	*	*	*	*	*	*	*	*	5
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										27	20	27

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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	18.52	33.33	50.00	40.74	25.93	35.00	25.93	33.33	5.00	14.81	27	20	27

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	33.33	37.04	50.00	37.04	11.11	25.00	14.81	29.63	5.00	14.81	27	20	27

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Written 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		15.00	3.70		30.00	25.93		40.00	51.85		15.00	18.52		20	27

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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	37.04	44.44	60.00	51.85	25.93	5.00	11.11	27	20	27

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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	37.04	44.44	65.00	48.15	25.93	5.00	14.81	27	20	27

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.70	33.33	80.00	70.37	62.96	10.00	25.93	27	20	27

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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	14.81	48.15	55.00	66.67	44.44	20.00	18.52	27	20	27

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The largest percentage of students by overall achievement is 3, which is 40% of our students who are EL.
2. English Learner performance of written language decreased in Level 4 by 12 percent.
3. In the reading domain, English Learners showed an increase in well-developed and somewhat/moderately in 21-22, then decreased back to 20-21 levels in 22-23 in well-developed and decreased about 10 percent in the somewhat/moderately reading domain performance. Reading and writing need to be a targeted goal in our intervention action plan.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
384	53.6	8.6	0.8
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	8.6
Foster Youth	3	0.8
Homeless	6	1.6
Socioeconomically Disadvantaged	206	53.6
Students with Disabilities	102	26.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
Asian	9	2.3
Filipino	2	0.5
Hispanic	205	53.4
Two or More Races	17	4.4
Pacific Islander	2	0.5
White	137	35.7

Conclusions based on this data:

- Zamora has a consistent demographic population, and we typically do not experience large student movements in and out of our school from year to year. From 2021-2023, our population has decreased by 15 students, with our

most significant decline in students in 5th grade from 72 students in 20-21 to 46 students in 22-23. 53.6 percent of our school population is socio-economically disadvantaged.

2. Our English Learner population has increased from 7% to 8.6 % over the past three years. Hispanic and white students are the two largest subgroups in race and ethnicity.
3. Our Students with Disabilities population remains a large percentage of our population at approximately 26.6%.

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Green		

Conclusions based on this data:

1. We are proud of our progress and achievement levels in mathematics and language arts, which are reflected in our medium scores in these areas. Slight declines in math and ELA from the previous year need to be addressed.

2. Chronic absenteeism remains high. This can be attributed to school closures, COVID-19, 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, Attendance Works messaging, and Café Specialist, who all work on outreach to families.
3. The suspension rate is medium, reflecting increased student trauma and a need for more training on restorative practices/positive behavioral interventions and supports. (PBIS).

School and Student Performance Data

Academic Performance English Language Arts

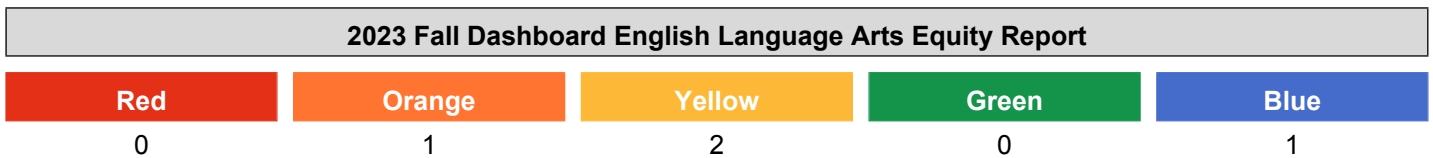
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 22.7 points above standard Decreased -3.9 points 194 Students	13.7 points below standard Maintained -2.7 points 21 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 3 Students	 Yellow 1.7 points above standard Decreased -3.3 points 106 Students	 Orange 46.3 points below standard Maintained -0.5 points 62 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.9 points above standard Decreased -11.2 points 109 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	 Blue 51.4 points above standard Increased +9.6 points 67 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	15.5 points above standard Increased +14.9 points 15 Students	26.5 points above standard Decreased -5.1 points 165 Students

Conclusions based on this data:

1. Our continued focus and concern include our Students with Disabilities, who have a clear achievement gap, performing about 68 points below the general population.
2. We are proud of the sustained progress of our students in all student groups and the lack of any student groups landing in red.
3. English learners also need more support to close the achievement gap as they fall 34 percent below the general population.

School and Student Performance Data

Academic Performance Mathematics

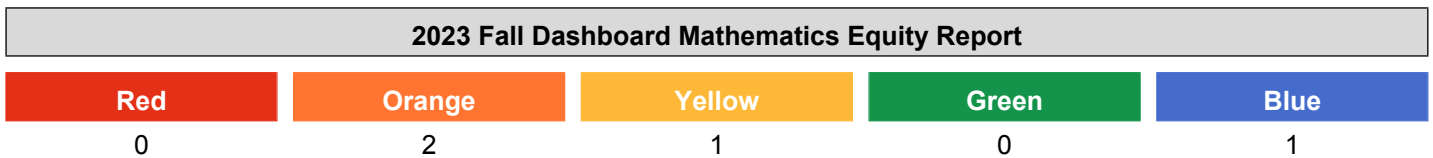
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	31.8 points below standard Increased Significantly +21.8 points	Less than 11 Students
0.3 points above standard Maintained +1 points	21 Students	3 Students
191 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	 Orange
3 Students	30.2 points below standard Maintained -2.4 points	78.1 points below standard Decreased -10.2 points
	105 Students	62 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.4 points below standard Decreased -5.4 points 109 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	 Blue 33.7 points above standard Increased Significantly +17.9 points 65 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	18.1 points below standard Increased Significantly +20.3 points 15 Students	4.9 points above standard Maintained -1.7 points 162 Students

Conclusions based on this data:

1. Our focus in mathematics would be Students with Disabilities and socio-economically disadvantaged students. These groups have scored low compared to our overall student population, which has scored medium, therefore highlighting an opportunity gap of 78 percent.
2. Mathematics progress has declined overall, which implies a need/focus area for 23-24 and professional learning community (PLC) work on creating SMART goals that address the essential math standards.
3. English learner progress in math increased significantly, a 21.8 percent increase from 2022.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
55.6 points above standard making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level

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.

2023 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
4	1	0	9

Conclusions based on this data:

1. The administrator needs to work with our EL Specialist and Intervention Coordinator to create an action plan that supports and addresses the needs of the four students who decreased one ELPI level.
2. The administrator will perform instructional rounds of designated ELD to support and increase the progress of the 5 students who did not progress one ELPI level.
3. The administrator will work with the CAFE Specialist and EL Specialist to ensure parents understand the ELPAC and district-wide focus on progressing toward English proficiency. 60 percent of our English Learners have progressed by one ELPI level.

School and Student Performance Data

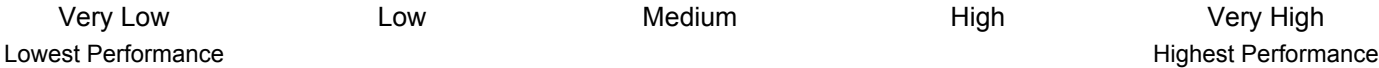
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

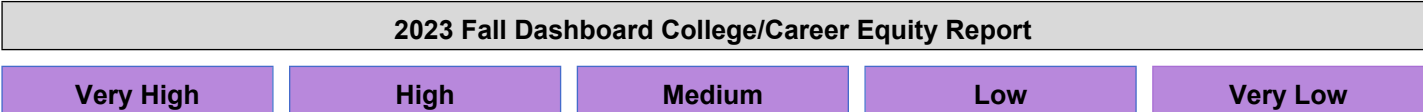
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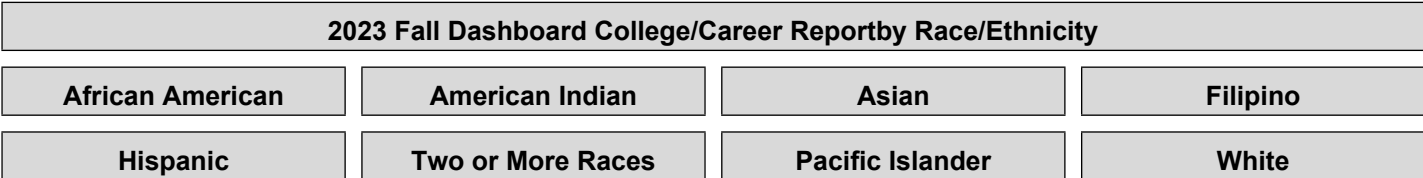
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

- 1. not applicable

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 22.3% Chronically Absent Declined -1.7 394 Students	English Learners 29.7% Chronically Absent Increased 9 37 Students	Foster Youth Less than 11 Students 4 Students
Homeless 63.6% Chronically Absent 0 11 Students	Socioeconomically Disadvantaged Orange 32.6% Chronically Absent Declined -1.5 218 Students	Students with Disabilities Red 32% Chronically Absent Maintained 0.4 122 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 30.8% Chronically Absent Increased 1.3 214 Students	7.7% Chronically Absent Declined -9.7 26 Students	Less than 11 Students 2 Students	 Yellow 12.5% Chronically Absent Declined -5.6 136 Students

Conclusions based on this data:

1. Chronic absenteeism remains high.
2. Our most critical group remains 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 direct efforts to specific students with chronic levels through an action plan process that will include the teacher, student, attendance clerk, Wellness Team, CAFE Specialist, 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

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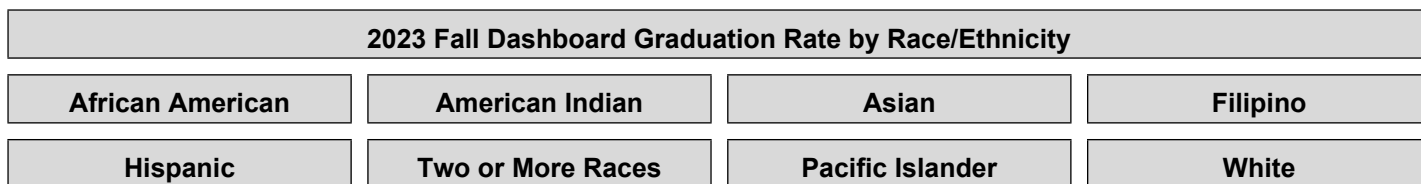
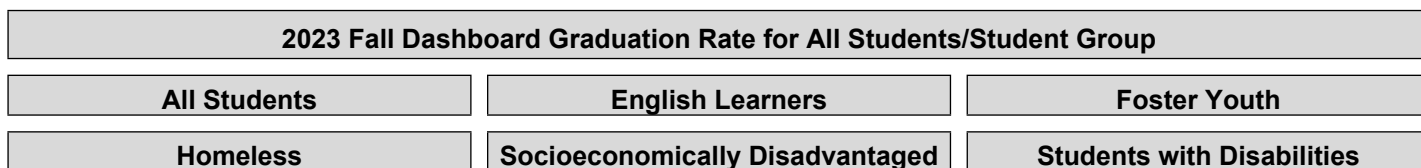
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				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:

1. not applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

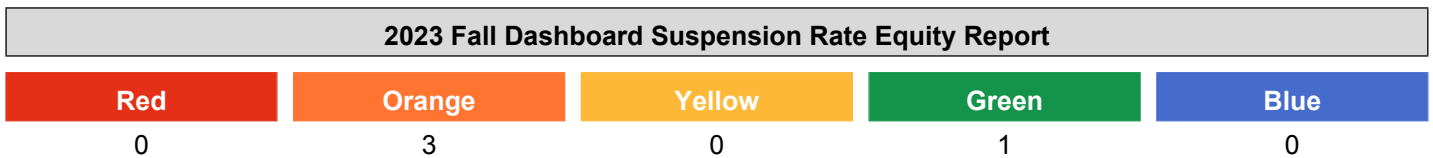
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2.3% suspended at least one day Increased 1 398 Students	English Learners 0% suspended at least one day Declined -6.9 37 Students	Foster Youth Less than 11 Students 4 Students
Homeless 9.1% suspended at least one day 11 Students	Socioeconomically Disadvantaged  Orange 3.2% suspended at least one day Increased 1.4 221 Students	Students with Disabilities  Orange 4% suspended at least one day Increased 0.9 124 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 5 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>0.9% suspended at least one day</p> <p>Declined -0.9 215 Students</p>	<p>7.7% suspended at least one day</p> <p>Increased 7.7 26 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 3.6 139 Students</p>

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 support for this group.
3. Socio-economically disadvantaged students are also suspended more frequently than all students at a rate of 3.2 percent, about 1 percent higher than all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase all students' feelings of success and connectedness to the school while offering them exposure to support activities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in afterschool enrichment activities.	New Metric 100 plus students participated in Cross Country and Choir.	Increase the number of students participating in after-school enrichment activities by 10 percent.
PBIS Zoonie Buck Teacher Participation	New metric 15 staff members regularly participate in handing out Zoonie Bucks for positive behavior.	Increase the number of staff members participating in Zoonie Bucks by 15 percent.
All staff hold 3 Data Chats per year with students on iReady Scores and target growth.	New metric 2 grade levels currently hold data chats.	Increase the number of grade levels holding data chats to 5 grade levels.
Positive phone calls home by all staff members.	New metric Inconsistent current data. Baseline to be established.	All staff members make at least 10 positive phone calls home per year.
Intervention Coordinator utilized across all grade levels.	New metric The intervention coordinator predominantly works with Grade 3.	Utilize an intervention coordinator across all grade levels, with a target focus on students with 504s, to ensure all accommodations are in place.
Number of students who participate in VAPA (Visual and Performing Arts)	21-22: 75 students (virtually) 22-23: 76 students 23-24: 72 students	We will continue to work with grades 4/5/6 to increase VAPA participation and hold parent nights with music

teachers to discuss the importance of early music participation.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy: Offer students a variety of opportunities to increase connections with the school through relationship building, social support, and extended learning activities to build student capacity to access school and be successful in college and career.</p> <p>Activities:</p> <ul style="list-style-type: none"> • college research projects presented on slide decks by all 6th-grade students at Open House • school-wide attendance incentives • PBIS (Positive Behavior Intervention and Support) Assemblies • lunch groups for social skills support • Zoonie Store/Zoonie Bucks for safe, respectful, and responsible behavior • site level meetings to be held with chronic attendance concern families, phone calls and texts to engage families and students and provide support to get to school • participation in anti-bullying and MTSS behavior supports • assemblies • extra duty costs for after-school enrichment activities • monitoring of attendance data to be shared with teachers and parents in weekly newsletters • intervention support • data chats with students • iReady data reports sent home after every diagnostic • personal phone calls from a staff member when the student is absent • communication folders to support home/school connection 	All Students - with a focus on students with disabilities.	<p>900.00 Supplemental/Concentration</p> <p>300 Title I Part A: Basic Grants Low-Income and Neglected</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Positive Behavioral Interventions and Supports Assemblies recognizing students for positive character traits were restarted this year, and parents have provided written and verbal feedback that this is impacting their student's feelings toward school engagement. One parent wrote, "The monthly awards focused on a character trait are neat for celebrating students in areas beyond academics. Our child has even said how excited she was for her friends to get different awards, so it seems like it encourages all students." Every Monday, the site administrator hosts the Walsh Welcome via Zoom and reminds students of our behavior expectations: Be Safe, Respectful, and Responsible. Our Zoonie Bucks and Zoonie Store need another look. Zoonie Bucks are not given out consistently across grade levels, and students are not connecting appropriate behavior with using the Zoonie Bucks/Zoonie Store. A group of Zamora teachers re-started the PBIS training online, but our group had to pause in April as the site administrator could not attend due to scheduling conflicts. Our site needs to engage in PBIS training again, as the program has not been used consistently over the past three years.

Students participated in afterschool enrichment activities: Cross Country, Choir, Jump Rope Club, and Walking Club.

After-school homework clubs, Chess Clubs, Lego Clubs, and Art Clubs are enrichment activities that should be researched next year to diversify the offerings available and close the opportunity gap for all students on our campus.

iReady data continues to be used to target our ELA and Math instruction. This year, parents were provided the data report sheet after the Fall Diagnostic and at the Fall and Spring Parent Conferences. Students across K-6th use their iReady My Path for differentiated learning opportunities and specific/targeted lessons assigned by the classroom teacher.

Parents have expressed gratitude for improved site communication from the administrator and teachers. "The willingness to listen and understand the issues the students are having, and I feel that staff and administration are diligent in fixing and working with students and staff to fix and create different approaches to fixing the issues the students are having, whether in class or at recess." Monday homework folders for all Kinder-6th students and weekly parent square emails from the site have proved effective at increasing parent and student engagement. Parents stated in the survey: "I appreciate the school, the administration, and staff's willingness to do better and see anything they might have to work on as a whole." As a new administrator

Attendance incentives, increasing classroom engagement, and building relationships with our most marginalized students are my top priorities in the 2024-2025 school year. Specifically, we should ensure that how we greet, treat, and work with students is done with respect. We need to increase chronic absenteeism by increasing engagement at school and connecting with students academically and socially.

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

Our Parent Teacher Association collaborated with the administration to bring an anti-bullying assembly to campus in the spring of 2024 so that we could continue to address and proactively work on ensuring all students feel safe and secure on campus. This was not explicitly articulated in our goal or budget. As we move forward to the 2024-2025 school year, I would also like to bring the assembly A Touch of Understanding to our campus. This assembly is presented to one grade level and allows students to work with manipulatives that show them what it is like to be severely handicapped, deaf, or blind. Adults with disabilities present in the assembly.

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.

Currently, our site plan does not include enough money to budget for assemblies. Our PTA will continue to support site enrichment.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

To identify any opportunity gaps and implement future academic success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	According to the dashboard, ELA level green (all students) is 26.5 points above standard. Math level green (all students): 3 points above standard (23-24) 22-23: 26.6 points above standard reading 21-22: No data Math: 23-24: 3 points above standard 22-23: .6 points below standard 21-22: No Data	Increase current level on ELA and math to blue.
Performance level on English Learner Progress Indicator (ELPI)	According to the dashboard - 55.6% of English Learners are making progress. (23-24) 22-23: 60 percent making progress 21-22: No data	Maintain and increase to 60 percent- the 2022-2023 rate.
Percentage of students in both the Meets and Exceeds Standards level on	Our CAASPP results indicate that - 60 percent of our students meet or exceed standards. (22-23)	At least 68% of students will meet or exceed standards in ELA.

SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	21-22: 65 percent met or exceeded the standard 20-21: No data	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	Our CAASPP results indicate that - 54 percent of our students meet or exceed standards. (22-23) 21-22: 55 percent met or exceeded the standard 20-21: No data	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: 20-21: No data on dashboard 21-22: 24.1 percent Chronically Absent 22-23: 22.3 percent Chronically Absent	Decrease the total percentage by 5%, specifically targeting students with disabilities and socioeconomically disadvantaged students with support.
Student sense of safety and school connectedness	New Metric: 27/45 5th graders responded. 23-24 CA Healthy Kids Survey data: 44 percent of 5th graders on-site feel there is a caring adult on campus. 65 percent of 5th graders feel connected to the school. 70 percent of 5th graders report teachers have high expectations. 23 percent report that they are given opportunities to determine meaningful activities or rules on campus. 22-23: No Data	To increase each area by 5%.
Suspension rate	According to the dashboard: 20-21: No data on the dashboard 21-22: 1.2 percent suspended at least one day 22-23: 2.3 percent suspended at least one day	To maintain a rate of below 1%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	New Metric: 23-24 CA Healthy Kids Survey 87 respondents 90 percent of parents who responded stated our school was a supportive and inviting place for students. 89 percent stated students had adults who cared about them on campus. 25 percent of parents stated that fights/bullying/disrespect for adults were a problem on our campus.	Increase the number of parent responses to 150.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	Reading: 41 percent of students reached growth target 23-24 22-23: 46 percent met growth target 21-22: 45 percent met growth target Math: 25 percent of students reached growth target (23-24) 22-23: 42 percent met growth target 21-22: 41 percent met growth target	To increase math and ELA levels at the midyear point by 5% and work with teachers to express to students the importance of iReady.

PLC Implementation: Critical Issues for Team Consideration	New Metric: 23-24: 8/10	Increase metric number 9 in all grade levels by 2 points. Metric 9 states: We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>School-wide language arts focus on supporting effective Tier 1 instructional strategies, increasing students' reading comprehension and Lexile, ensuring grade-level reading and comprehension by the end of third grade, and supporting students in the writing process.</p> <ul style="list-style-type: none"> • teacher collaboration and planning through Planned Learning Communities • 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 • academic conferences focused on SMART Goals and unit planning • intervention model, to be implemented during the school day to support mastery of standards • students use of online resources: iReady my path, IXL, Flocabulary, Kahoot, Mystery Science • 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 <p>School-wide math focuses on supporting effective teaching strategies, improving students' comprehension and reasoning skills, and the student's ability to explain an answer's reasonableness.</p> <ul style="list-style-type: none"> • teacher collaboration and planning focused on multi-step math problems 	All Students	<p>25,785.00 Supplemental/Concentration</p> <p>13,272.00 Title I Part A: Basic Grants Low-Income and Neglected</p>

	<ul style="list-style-type: none"> • 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 focused on creating and evaluating SMART goals • 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 		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teacher collaboration in Professional Learning Communities has gone well over two targeted sessions with the administration. Teachers use four guided questions when working across and with grade levels: "What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Norms for group meetings have been determined, and creating a shared vision on-site is the next step.

Through the PLC process, teachers and staff will work together to create targeted SMART goals for at least one of the goals focused on English Learners and Students with Learning Disabilities.

The intervention coordinator will serve students in TK-6th grade next year, helping us increase the completion of work for our most marginalized population.

Staff, students, and parents look forward to the arrival of new and diverse books that will provide all of our students with mirrors and windows to their unique identities.

The site administrator provided weekly teacher tips to support professional growth focused on technology and software that supports academic differentiation.

The administrator will work with teachers to ensure that literacy paraeducators work with targeted students in small-group instruction.

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

Teacher support for instructional material costs were a bit higher than anticipated in years past. Staff needed more supplemental materials to be copied to meet academic goals.

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 2024-2025 site plan will include more instructional materials and computer software funding.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	21-22: 6 of 26 ELs reclassified = 23% rate 22-23: 3 of 31 ELs reclassified = 9.7% rate 23-24: 5 of 44 ELs reclassified = 11.3% rate	Increase by 10%.
English Learner Progress Indicator (ELPI)	According to the dashboard - 55.6% of English Learners are making progress. 23-24 22-23: 60 percent making progress 21-22: No data on dashboard	Maintain.
Reclassification of LTEL Students	21-22: We reclassified 1 of 3 LTELs 22-23: We reclassified 0 of 1 LTELs 23-24: We reclassified 0 of 1 LTELs	Reclassify 100% of LTEL students with an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.
Percentage of English Learner students who reach growth targets on iReady in Reading and Math	Reading: 21-22: 39 percent met target growth 22-23: 21 percent met target growth 23-24: 41 percent met target growth Math: 21-22: 12 percent met target growth 22-23: 37 percent met target growth 23-24: 28 percent met target growth	5% increase in students who meet typical growth in Reading and Math for English Learners.

<p>Improve the school's English Learner Roadmap Principle 1 rating on self-assessment.</p>	<p>20-21 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</p> <p>21-22: The staff did a self-assessment rating on our site for 2021-22 on 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, and safe. 2.5 Strong family and school partnerships 3.0 Supporting English Learners with disabilities.</p> <p>23-24: The parents did a self-assessment rating on our site for 2021-22 on Principle 1 of the English Learner Roadmap (out of a score of 4.0): 2.5 Languages and cultures are assets 3.0 No single EL profile 4.0 School climate is affirming, inclusive, and safe. 4.0 Strong family and school partnerships 4.0 Supporting English Learners with disabilities.</p>	<p>Increase Languages and cultures are assets by 1 point for parent survey and staff survey.</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Provide targeted and integrated support for EL students.</p> <ul style="list-style-type: none"> • English Learner Empathy Interviews every trimester • Instructional Rounds by administrator focused on designated ELD instruction 	All English Learner students.	<p>491 Title I Part A: Parent Involvement</p> <p>200.00</p>

	<ul style="list-style-type: none"> • EL Specialist Coaching during the Planned Learning Community grade level meetings held 3 times a year • PLC - Data Analysis Protocols: challenge staff to create ELD focused SMART goal • support for targeted and integrated ELD (English Language Development) instruction • teacher time for planning and implementing ELA/ELD adopted materials (focus during PLC time) • resource materials to support language acquisition <p>Professional Development (PD)/coaching</p> <ul style="list-style-type: none"> • 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 • UDL implementation and structured learning in every site staff meeting with a focus on culturally relevant teaching strategies 		Title I Part A: Basic Grants Low-Income and Neglected
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

English learner progress dropped by 5 percent this year, which equates to 1-2 students, as our EL numbers are not that high. However, we must maintain or increase our English Learner progress in the new year. The administrator plans to invite the EL Specialist to the PLC meetings to support creating a targeted English Learner SMART goal at every grade level.

Work with English Learner students and conduct empathy interviews to get more information about what students need to progress towards their goals.

Continue working with EL and CAFE Specialists to grow participation at monthly ELAC meetings.

Work with staff to use Universal Design for Learning to target EL growth/progress and culturally relevant teaching practices.

The administrator and EL Specialist should conduct Instructional Rounds to observe designated ELDs in classrooms and provide support and strategies.

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

We did not have any parents that wanted to attend CAFE this year. Work with ELAC parents earlier to ensure participation in local and national CAFE events.

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.

Increase the budget to support UDL and provide opportunities for increased EL parent engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase all students' feelings of success and connectedness to the school community while offering them exposure to leadership opportunities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 (4th grade only), Boy Scouts and Girl Scouts, Yolo Arts, Woodland Public Library, Rotary Readers, Lion and Elks Club, YMCA, Farm Connection Day. Metric: 22-23: Involvement with 9 community programs 23-24: Involvement with 8 community programs (did not participate in Farm to Fork this year)	Continue with the existing community partnerships and seek other opportunities within these partnerships for further student involvement opportunities.
Number of extracurricular and co-curricular programs offered	We have fall, winter, and spring offerings. 2 classes per season on average. 22-23: 6 afterschool enrichment programs 23-24: 4 afterschool enrichment programs (Cross Country/Choir/Walking Club/Jump Rope Club)	We should continue with the current offerings and add one more class that spans the seasons and targets students who do not usually join the after-school enrichment sessions.
Number and percent of students providing input to the SPSA (School	New Metric: Student surveys used in the 2023-2024 school year include the Fall	Increase the number of responses to 90%.

Plan for Student Achievement) through surveys	Student Survey 2nd-6th grade (129/383 students completed the survey, and the CA Healthy Kids Survey (5th graders)—informal feedback from the Bi-monthly Youth Advisory Council.	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	New Metric: 11 students participated in Youth Advisory for the 2023-2024 school year. 21 students participated in the Student Council.	Increase the percentage of students participating in a focus group to provide input on the SPSA to 20% of all 4th-6th graders.
Per Youth Advisory Feedback work to improve facilities.	New Metric: PE equipment, bathrooms, fields, and playground areas need improvement.	Create schedule and devote money from site budget each year to improve site facilities that are used by students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>We are promoting student voice through inquiry-based learning.</p> <ul style="list-style-type: none"> inquiry practice and professional development for teachers, taking another look at Universal Design for Learning as a professional community and Culturally Relevant teaching practices. Weekly Youth Advisory Meetings: Invite a teacher or staff member to monthly meetings. The administrator will practice best practices. The primary issues our Youth Advisory team mentioned and discussed this year were facilities upkeep and access to healthy lunches/snacks. In this year's SPSA we set aside some money to ensure PE equipment stays in good repair, we will work with PTA to paint the ball wall and continue to hold gardening days to fill holes in the large field. Additionally, we are working with our on-site custodian to keep bathrooms clean, provide toilet covers, and decrease inappropriate use of soap/toilet paper. Provide more opportunities for students to become leaders on campus: research and implement student Conflict Managers, a lunch bunch to support smooth lunch recycling, and a Zamora Tree club to research and develop plans for our nature center. 	All students with a focus on students with disabilities.	6131 Supplemental/Concentration 1000 Title I Part A: Basic Grants Low-Income and Neglected

	<p>Offer students various opportunities to improve school readiness and connectedness through extracurricular activities, college, career exposure, and extended learning activities.</p> <ul style="list-style-type: none"> • after-school clubs for students to experience extracurricular activities in art, choir, and athletics. • debate club/chess club/math club • school-wide classroom research projects on a college they would like to attend (6th grade)/presentations to parents at Open House • local college visits • school-wide organizational systems for notetaking, homework recording, and communication with families • research AVID elementary curriculum • technology supports to continue to offer students 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 • work with PTA to create opportunities for gardening, work on filling holes in the large soccer field • work with custodial support to improve restrooms (toilet seat covers, privacy between urinals) • work with PE teacher to keep equipment in good repair for student use at recess 		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Bi-monthly Youth Advisory Meetings have been very successful, with high student engagement, thoughtful participation by all students, and good feedback from students. Areas discussed include access to more privacy in the bathrooms, access to toilet seat covers, ensuring feminine hygiene products are refilled quickly, partitions between urinals, more games on the playground, balls pumped up regularly, and fewer classroom distractions.

Afterschool enrichment needs another look; we need to find a wider variety of enrichment activities that speak to multiple student interests.

Find more opportunities on campus to grow youth leaders and increase classroom engagement.

Work more with local junior and four-year colleges to find opportunities for 6th-grade students. Four students attended this year's field trip to the UCD Yolo EmpowHER conference, and many more would have liked to participate. Make every effort to find more opportunities like this for students on our campus.

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

We did not have enough money allocated this year for various after-school enrichment programs. In the past, parents have been asked to supplement the cost of afterschool enrichment with a small fee, and I wanted to avoid that this year so that all students would have access.

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.

This year's SPSA will have slightly more allocated to afterschool enrichment.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$15,263
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,079.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$14,772.00
Title I Part A: Parent Involvement	\$491.00

Subtotal of additional federal funds included for this school: \$15,263.00

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	\$32,816.00

Subtotal of state or local funds included for this school: \$32,816.00

Total of federal, state, and/or local funds for this school: \$48,079.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	32,816.00
Title I Part A: Basic Grants Low-Income and Neglected	14,772.00
Title I Part A: Parent Involvement	491.00

Expenditures by Budget Reference

Budget Reference	Amount
	13,572.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	32,816.00
	Title I Part A: Basic Grants Low-Income and Neglected	14,772.00
	Title I Part A: Parent Involvement	491.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,200.00
Goal 2	39,057.00
Goal 3	691.00
Goal 4	7,131.00

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
Amanda Walsh	Principal
Laura Ziegler	Classroom Teacher
Hilda Herrera	Classroom Teacher
Janet Mathiesen	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
Brittney Wright	Parent or Community Member
Sarah Mills	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 April 29, 2024.

Attested:

	Principal, Amanda Walsh on April 29, 2024
	SSC Chairperson, Erin Horn on April 29, 2024