

School Year: 2019-2020



School Plan for Student Achievement (SPSA)

_____	_____	_____	_____
School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

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

Schoolwide Program

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

The School Wide Plan meets the ESSA requirements through:

A comprehensive needs assessment of the entire 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.

1. grade level meetings held with admin to review dashboard results, analyze findings, identify needs from the data, and develop a plan of action
2. site level resource meetings held with admin to review dashboard results, analyze findings, identify needs from the data, and develop a plan of action
3. site level leadership team met with district support personnel to review dashboard results, analyze findings, identify needs from the data, and develop a plan of action
4. school site council met with admin to review dashboard results, analyze findings, identify needs from the data, and develop a plan of action
5. ELAC met with admin to review dashboard results, analyze findings, identify needs from the data, and develop a plan of action
6. PTA executive board met with admin to review dashboard results, analyze findings, identify needs from the data, and develop a plan of action
7. a collection of all plans and actions from meetings held were reviewed and summarized into our school plan for student achievement

The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

- * strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
- * 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
- * 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:
a school and family engagement policy

a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Information about the needs of the school community is collected through parent leadership groups at Zamora: the School Site Council, ELAC, and PTA. For this specific purpose, twice yearly (December 18, 2018, and April 4, 2019), the School Site Council gathers to determine the effectiveness of the previous year's initiatives and expenditures by considering student data and any upcoming changes for the upcoming year at Zamora. ELAC and PTA both hold specific meetings (September 11, 2018, and April 4, 2019) to discuss the needs of the parents and stakeholder groups. The results of these input sessions are used to guide the development of the site plan and allocation of resources.

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.9%	1.4%	1.90%	10	7	9
African American	1.0%	1.2%	0.85%	5	6	4
Asian	1.7%	1.0%	1.69%	9	5	8
Filipino	1.3%	1.4%	1.27%	7	7	6
Hispanic/Latino	47.3%	49.8%	50.53%	249	247	239
Pacific Islander	0.4%	0.4%	0.42%	2	2	2
White	43.5%	41.5%	39.75%	229	206	188
Multiple/No Response	2.7%	0.8%	1.06%	14	4	5
Total Enrollment				527	496	473

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	74	55	52
Grade 1	53	81	58
Grade 2	58	57	82
Grade3	83	58	61
Grade 4	96	79	58
Grade 5	91	83	76
Grade 6	70	83	86
Grade 7	2		
Total Enrollment	527	496	473

Conclusions based on this data:

1. Enrollment is decreasing as we matriculate out bubble classes at the upper grades.
2. We remain impacted in the primary grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	65	62	49	12.3%	12.5%	10.4%
Fluent English Proficient (FEP)	27	26	34	5.1%	5.2%	7.2%
Reclassified Fluent English Proficient (RFEP)	5	6	14	7.5%	9.2%	22.6%

Conclusions based on this data:

1. The number of our English Learners has steadily decreased over the past three years.
2. Our reclassification rates have increased significantly over the past three 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	76	55	55	74	54	53	74	54	53	97.4	98.2	96.4
Grade 4	88	70	55	80	68	54	79	68	54	90.9	97.1	98.2
Grade 5	90	79	69	82	72	68	82	72	68	91.1	91.1	98.6
Grade 6	63	83	79	60	80	74	60	80	74	95.2	96.4	93.7
Grade 7	1			0			0			0		
All Grades	318	287	258	296	274	249	295	274	249	93.1	95.5	96.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2430.	2428.	2477.	32	29.63	50.94	15	20.37	16.98	27	29.63	16.98	26	20.37	15.09
Grade 4	2485.	2503.	2516.	34	47.06	46.30	27	20.59	24.07	16	13.24	12.96	23	19.12	16.67
Grade 5	2500.	2517.	2544.	21	25.00	38.24	30	37.50	26.47	23	16.67	17.65	26	20.83	17.65
Grade 6	2549.	2513.	2543.	17	13.75	20.27	45	28.75	41.89	25	28.75	18.92	13	28.75	18.92
Grade 7	*			*			*			*			*		
All Grades	N/A	N/A	N/A	26	28.10	37.35	28	27.37	28.51	23	21.90	16.87	22	22.63	17.27

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

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

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

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

Conclusions based on this data:

1. We have significantly increased the percentage of students that have met or exceeded standards in language arts - with the category of research and inquiry being our largest gain.
2. Our student participation rate has remained steady at 96%.
3. We have significantly decreased the percent of students that are classified as below standard - with the largest decrease being in the category of reading.

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2427.	2435.	2462.	19	26.42	32.08	24	26.42	26.42	30	13.21	30.19	27	33.96	11.32
Grade 4	2479.	2497.	2506.	14	32.35	39.62	33	32.35	22.64	39	16.18	20.75	14	19.12	16.98
Grade 5	2516.	2514.	2536.	24	18.06	36.76	21	20.83	22.06	28	44.44	20.59	27	16.67	20.59
Grade 6	2561.	2537.	2541.	28	26.58	26.03	31	17.72	28.77	25	34.18	24.66	16	21.52	20.55
Grade 7	*			*			*			*			*		
All Grades	N/A	N/A	N/A	21	25.74	33.20	27	23.90	25.10	31	28.31	23.89	21	22.06	17.81

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

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

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

Conclusions based on this data:

1. We have significantly increased the percentage of students that have met or exceeded standards in mathematics - with the category communicating reasoning as our largest gain.
2. Our participation rate has shown a 1% increase over the past three years.
3. We have significantly decreased the percent of students that are classified as below standard - interestingly enough each category has decreased approximately 4% - therefore no one category shows stronger than another.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				40

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5			*	*			*	*	*
Grade 6			*	*	*	*	*	*	*
All Grades	*	*	13	32.50	*	*	16	40.00	40

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K			*	*			*	*	*
Grade 1	*	*					*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5			*	*			*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	13	32.50	*	*	16	40.00	40

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*	*	*	*
Grade 1	*	*			*	*	*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5					*	*	*	*	*
Grade 6					*	*	*	*	*
All Grades	*	*	*	*	14	35.00	18	45.00	40

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	*	*	12	30.00	21	52.50	40

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*	*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	14	35.00	11	27.50	15	37.50	40

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
Grade 6			*	*	*	*	*
All Grades	*	*	*	*	26	65.00	40

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
Grade 6			*	*	*	*	*
All Grades	*	*	19	47.50	17	42.50	40

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
473	45.5%	10.4%	0.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	10.4%
Foster Youth	2	0.4%
Homeless	9	1.9%
Socioeconomically Disadvantaged	215	45.5%
Students with Disabilities	90	19.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8%
American Indian	9	1.9%
Asian	8	1.7%
Filipino	6	1.3%
Hispanic	239	50.5%
Two or More Races	12	2.5%
Pacific Islander	2	0.4%
White	188	39.7%






Conclusions based on this data:

1. Zamora has a consistent demographic population and we do not experience large movements of students in and out of our school from year to year.
2. Our English Learner population remains steady as approximately 10% of our population.
3. Our Students with Disabilities population remains a large percent of our population at approximately 20%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Blue</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Blue</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. We are proud of our progress and achievement levels in mathematics and language arts as reflected in our score of blue in both areas.
2. Chronic Absenteeism continues to be a problem for Zamora - scoring in the orange level.
3. We continue to be proud of our progress and achievement levels in regards to our suspension rates.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 34.4 points above standard Increased 29.2 points 249 students	<p>English Learners</p>  Yellow 33.9 points below standard Increased 29.2 points 35 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Green 2.7 points below standard Increased 29.5 points 115 students	<p>Students with Disabilities</p>  Yellow 60.1 points below standard Increased 45.7 points 33 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 15.6 points above standard Increased 31.7 points 122 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 50.4 points above standard Increased 29.5 points 108 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.1 points below standard Increased 22.1 points 15 students	27.1 points above standard Increased 19.4 points 20 students	45.2 points above standard Increased 28.6 points 207 students

Conclusions based on this data:

- Our two groups for focus in language arts should be - English Learners and Students with Disabilities - as these two groups have scored in the yellow as compared to our overall student population that has scored in the blue - therefore highlighting a "gap."
- We are proud of the sustained progress of our students that are socioeconomically disadvantaged.

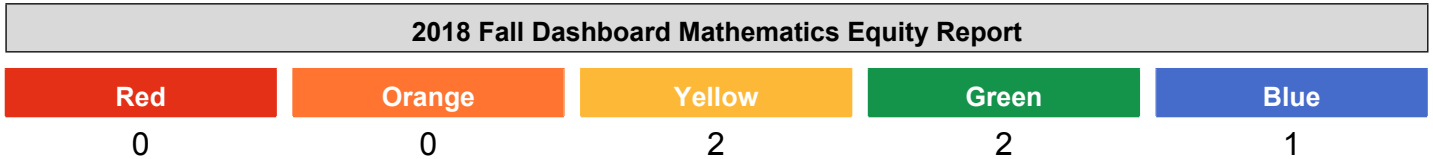
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 10.2 points above standard Increased 15.1 points 246 students	<p>English Learners</p>  Yellow 56.9 points below standard Increased 10.4 points 35 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Green 23.1 points below standard Increased 22 points 113 students	<p>Students with Disabilities</p>  Yellow 68.5 points below standard Increased 40 points 32 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.7 points below standard Increased 15.7 points 121 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 31.9 points above standard Increased 15.2 points 106 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.3 points below standard Increased 4.6 points 15 students	10.1 points below standard Increased 3.2 points 20 students	21 points above standard Increased 16 points 204 students

Conclusions based on this data:

1. Our two groups for focus in mathematics should be - English Learners and Students with Disabilities - as these two groups have scored in the yellow as compared to our overall student population that has scored in the blue - therefore highlighting a "gap."
2. We are proud of the sustained progress of our students that are socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
40	12.5%	32.5%	15%	40%

Conclusions based on this data:

1. Of the 40 students identified as English Learners - the largest percent fall in Level 1 (Beginning Stage).
2. We have a second "chunk" of English Learners at the Level 3 (Moderately Developed) level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. not applicable

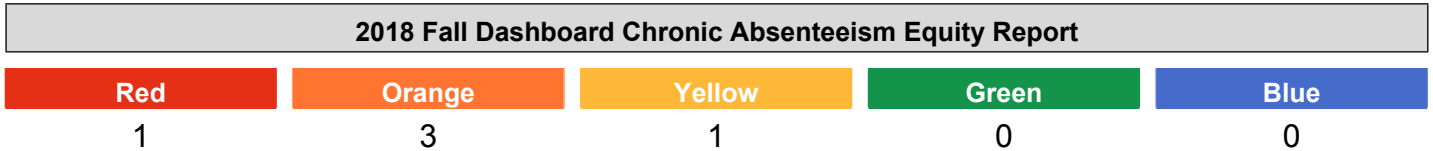
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.5% chronically absent Increased 1% 477 students	<p>English Learners</p>  Orange 14.3% chronically absent Increased 1.6% 49 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 36.4% chronically absent 11 students	<p>Socioeconomically Disadvantaged</p>  Orange 19.5% chronically absent Increased 2.6% 220 students	<p>Students with Disabilities</p>  Red 29.3% chronically absent Increased 9.9% 99 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.6% chronically absent Maintained 0.2% 241 students	 No Performance Color 23.5% chronically absent Increased 17.3% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 10% chronically absent Maintained 0.3% 190 students

Conclusions based on this data:

1. Chronic Absenteeism plagues Zamora school as being the only category that we are not in the green or blue in.
2. Our most critical group are Students with Disabilities as they have the lowest score (red) - this is a historical problem as well.

School and Student Performance Data

Academic Engagement Graduation Rate

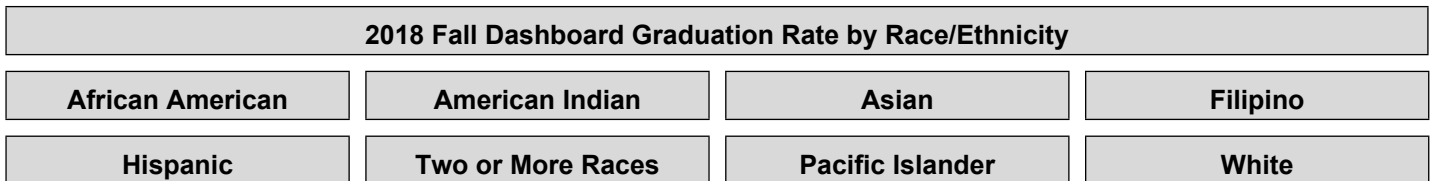
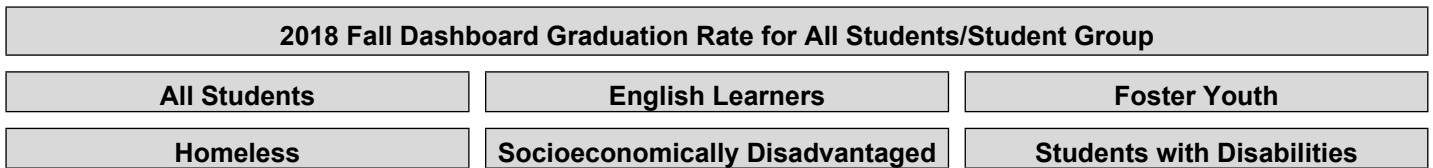
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

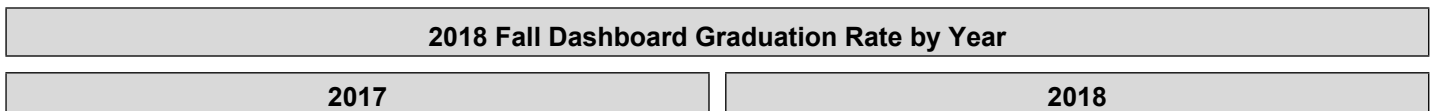
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. not applicable

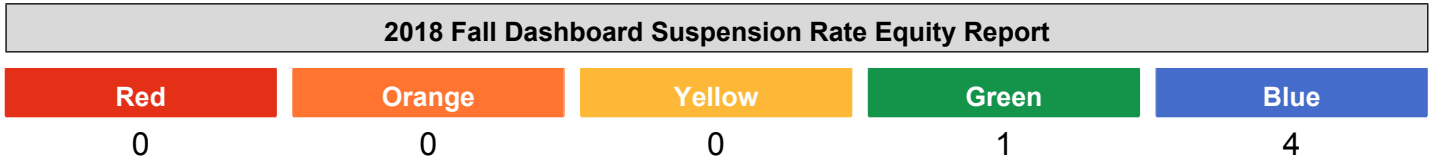
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.4% suspended at least once Declined -1% 480 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -4.8% 51 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color 0% suspended at least once 11 students	<p>Socioeconomically Disadvantaged</p>  Blue 0.9% suspended at least once Declined -1.7% 221 students	<p>Students with Disabilities</p>  Green 2% suspended at least once Declined -2% 99 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.8% suspended at least once Declined -1.5% 243 students	 No Performance Color 0% suspended at least once Maintained 0% 17 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Declined -0.5% 190 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.1% suspended at least once	1.4% suspended at least once	0.4% suspended at least once

Conclusions based on this data:

1. We are proud of our suspension rates as they have remained at the 1% or below level for three years.
2. There is not a significant gap with any of subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

Increase all students' proficiency in language arts and mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator.	The baseline of blue was established for both ELA and Math in the 17-18 school year.	Continue to maintain proficiency and level achieved by showing a 3% increase in student performance.
Percentage of students who reach growth targets on i-Ready.	41% of students met their growth target in ELA, and 19% in math.	46% ELA and 24% in math.
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	Establish a baseline during the 2019-2020 school year.	Utilization of the cycle of inquiry for data driven discussions and planning.

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

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

- professional development through on-site coaching
- teacher collaboration and planning

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13729	Supplemental/Concentration
2312	Site Discretionary
18000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Schoolwide language arts focus to support effective teaching strategies, increase comprehension and Lexile of the students, as well as support students in the writing process.

- teacher collaboration and planning
- teacher release 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

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)

13630

Supplemental/Concentration

2313

Site Discretionary

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

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

Goal 2

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

Identified Need

Increase all student's exposure to extra curricular and support activities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing UC/CSU a-g course requirements (high school only)	n/a	n/a
Number of pathways that result in certification in high demand, local industry sectors (high school only)	n/a	n/a
Increase the number of students who are "Prepared" on the College/Career Indicator (high school only)	n/a	n/a
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	A baseline will be established in the 2019-2020 school year.	Increase the number of afterschool opportunities for students to be involved in STEAM activities in each trimester, for grades 1-6.
Expand student experience with college visits.	4th - 6th grade to visit and learn about local college programs.	4th grade to visit the community college system, 5th grade to visit California State college system, 6th grade to visit the University of California system.

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

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

- afterschool clubs for students to experience extracurricular activities in the area of STEAM
- schoolwide classroom adopt a college
- college visits for grades 4-6
- schoolwide organizational systems for notetaking, homework recording, and communication with families
- technology supports to continue to offer student access to college and career web-based exploration
- student access to our on-site counselor to support school like behaviors and discussions on school readiness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6750	Supplemental/Concentration
909.20	Site Discretionary
2126	Title I Part A: Basic Grants Low-Income and Neglected

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

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

Goal 3

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

Identified Need

Increase all student's feeling of success and connectedness to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	At Zamora 11.5% of students are chronically absent (this is approximately 54 of our students).	Decrease chronic absenteeism rate by 5%.
Increase student sense of safety and school connectedness.	A baseline will be established this year.	A baseline will be established.
Ensure access to extended learning opportunities.	A baseline will be established this year.	Increase the participation rate of students in after school clubs by 5%. Increase the number of afterschool tutoring/homework clubs by 1 each trimester.

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 an emphasis on students with disabilities.

Strategy/Activity

Offer students a variety of opportunities to increase connections with the school through incentives, social supports, and extended learning activities.

- schoolwide attendance incentives
- lunch groups for homework and skills support
- 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 schoolwide activities
- Room 20 support (Zoonie room that offers social emotional support)
- monitoring of attendance data to be shared with teachers
- afterschool tutoring and intervention support
- goal setting with the student
- personal phone calls from a staff member when the student is absent

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)
5000	Supplemental/Concentration
1500	Site Discretionary

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

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	Approximately 10% of English Learners were reclassified this year.	Increase our baseline reclassification rate by 5%.
Show growth on the English Learner Progress Indicator (CA School Dashboard).	A baseline will be established this year.	Increase our English Learner progress and performance level by 3%.
Decrease the number of Long Term English Learners (middle and high school only).	n/a	n/a
Increase the number of State Seals of Biliteracy awarded to students (high school only).	n/a	n/a

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 instruction (professional development)
- teacher release time for planning and implementing ELA/ELD adopted materials
- teacher release time to score assessments and utilize a data-driven cycle of inquiry to create action plans for EL and RFEP students

- communication folders to support home/school connection
- resource materials to support language acquisition

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)
2400	Supplemental/Concentration
3700	Site Discretionary

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

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

Increase parent and community involvement with a targeted effort to support low income parent representation in each of our formal parent groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	A baseline will be established this year.	To have one low income parent represented on the SSC, PTA board, and in ELAC attendance.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	A baseline will be established this year.	A five percent increase from 2018-19 parent satisfaction rate of "high."
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	Currently 95% of Zamora parents are connected to the Aeries portal.	AERIES accounts established for all families.

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

Create avenues and systems for stakeholder engagement at all levels of school activities and governance.

- updated website
- Connect Ed to keep families informed of school activities and events

- AERIES accounts for all parents
- timely written communication from school and classrooms
- support an active SSC, PTA, ELAC, and Title I parent group
- actively solicit parent and community involvement in the classroom and school activities
- interpreters used for written and oral meetings
- family engagement nights (Science Night and Art Night)

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)
2500	Supplemental/Concentration
579	Title I Part A: Parent Involvement

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	\$20,705
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,448.20

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	\$20,126.00
Title I Part A: Parent Involvement	\$579.00

Subtotal of additional federal funds included for this school: \$20,705.00

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 (\$)
Site Discretionary	\$10,734.20
Supplemental/Concentration	\$44,009.00

Subtotal of state or local funds included for this school: \$54,743.20

Total of federal, state, and/or local funds for this school: \$75,448.20

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Felicia Wilson	Principal
Lea Mentink	Classroom Teacher
Jolie Hagopian	Classroom Teacher
Hilda Herrera	Classroom Teacher
Belinda Jimenez	Other School Staff
P.J. Gordon	Parent or Community Member
Dina McWashington	Parent or Community Member
Molly Gamboni	Parent or Community Member
Stephanie Miller	Parent or Community Member
Jenny Hayes	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: School Leadership 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 May 7, 2019.

Attested:

Principal, Dr. Felicia Wilson on 5-7-19
SSC Chairperson, Molly Gamboni on 5-7-19

Recommendations and Assurances

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Signature

Committee or Advisory Group Name



English Learner Advisory Committee

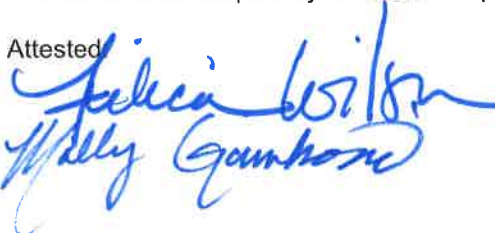
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Principal, Dr. Felicia Wilson on 5-7-19

SSC Chairperson, Molly Gamboni on 5-7-19