



# School Plan for Student Achievement (SPSA) Template

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

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

## Purpose and Description

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

Schoolwide Program

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

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

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

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

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

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

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

### **Student Input**

Student input was gathered through a survey focused on culture and safety. A student advisory group was created, with a balanced representation of student groups. The Student Advisory Group and the Student Council worked together to give input. A total of 21 students participated in the group process. The student groups completed a needs assessment by reviewing California Healthy Kids Survey data, academic, and local data. Students identified student connections to school and student engagement as areas of concern. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. As a follow-up, student groups met again and reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Students indicated they want to be able to implement activities limited during COVID, so field trips and clubs will be continued as actions. Additionally students wanted to be sure kids who arrive late to school have a place to eat breakfast and a snack. Finally, students wanted to ensure that morning announcements and student of the month continue. These are written into goal 4.

Additional needs assessment meetings were also held with School Site Council on March 14, and with ELAC in April. In each of the meetings held, a unanimous consensus was made that our biggest area of concern was a combination of student engagement and learning loss due to COVID shutdowns. Using the iReady midyear diagnostic as a marking point, we have lost significant ground in our achievements in both Language Arts and Math. Conversations with staff, parent groups and students all came back to the detrimental effects of COVID on education. Teachers shared that they feel like they are teaching two years of content - this year, as well as the year of distance learning.. Students expressed that school work is harder this year because they didn't learn enough last year during the online learning. Staff also expressed that we are needing to teach children how to be students again, rebuild their stamina, and instill school rules. Additionally, many students are experiencing trauma that is having a negative impact on their ability to fully engage in school.

ELAC and staff reviewed the SPSA in April and provided additional feedback. The school site council reviewed the plan on 5/9/22 considered recommendations and feedback from all groups, and finalized/ approved the SPSA on 5/9/22.

## **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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	59	56	52
Grade 1	49	62	50
Grade 2	60	48	61
Grade3	76	61	45
Grade 4	65	74	60
Grade 5	60	65	72
Grade 6	75	56	59
<b>Total Enrollment</b>	444	422	399

### Conclusions based on this data:

1. Enrollment continues to decline in all grade levels. This is in part due to the onset of school closures in the 2019-20 school year. The trend continued this year involving mask mandate controversies. Families are beginning to remove their students from public education to pursue home schooling, or private education options.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	40	40	28	9.0%	9.5%	7.0%
Fluent English Proficient (FEP)	30	29	38	6.8%	6.9%	9.5%
Reclassified Fluent English Proficient (RFEP)	8	5	13	16.3%	12.5%	32.5%

### Conclusions based on this data:

1. Our EL (English Learner) numbers are low, and dropped significantly this year. This is due in part to the number of students we were able to reclassify last year.
2. Our reclassification percentage rate increased sharply last year. This is due to the efforts we have made to reclassify our Special Day Class (SDC) students through the alternative reclassification process. This resulted in the majority of our reclassification numbers at the site for last year. We will continue our efforts to identify students through traditional and alternative processes as they have been successful.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55	73	43	53	70	0	53	70	0	96.4	95.9	0.0
Grade 4	55	63	47	54	62	0	54	62	0	98.2	98.4	0.0
Grade 5	69	59	61	68	56	0	68	56	0	98.6	94.9	0.0
Grade 6	79	70	53	74	70	0	74	70	0	93.7	100	0.0
All Grades	258	265	204	249	258	0	249	258	0	96.5	97.4	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2477.	2465.		50.94	47.14		16.98	15.71		16.98	21.43		15.09	15.71	
Grade 4	2516.	2522.		46.30	48.39		24.07	24.19		12.96	12.90		16.67	14.52	
Grade 5	2544.	2541.		38.24	33.93		26.47	37.50		17.65	16.07		17.65	12.50	
Grade 6	2543.	2563.		20.27	35.71		41.89	30.00		18.92	15.71		18.92	18.57	
All Grades	N/A	N/A	N/A	37.35	41.47		28.51	26.36		16.87	16.67		17.27	15.50	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.28	38.57		37.74	44.29		16.98	17.14	
Grade 4	33.33	45.16		53.70	40.32		12.96	14.52	
Grade 5	39.71	39.29		39.71	46.43		20.59	14.29	
Grade 6	24.32	34.29		51.35	42.86		24.32	22.86	
All Grades	34.94	39.15		45.78	43.41		19.28	17.44	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.51	35.71		39.62	42.86		18.87	21.43	
Grade 4	46.30	51.61		42.59	37.10		11.11	11.29	
Grade 5	42.65	35.71		45.59	55.36		11.76	8.93	
Grade 6	33.78	38.57		48.65	47.14		17.57	14.29	
All Grades	40.56	40.31		44.58	45.35		14.86	14.34	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.42	32.86		64.15	61.43		9.43	5.71	
Grade 4	22.22	24.19		70.37	66.13		7.41	9.68	
Grade 5	25.00	26.79		63.24	64.29		11.76	8.93	
Grade 6	29.73	22.86		52.70	60.00		17.57	17.14	
All Grades	26.10	26.74		61.85	62.79		12.05	10.47	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50.94	45.71		37.74	42.86		11.32	11.43	
Grade 4	50.00	40.32		44.44	43.55		5.56	16.13	
Grade 5	45.59	33.93		38.24	50.00		16.18	16.07	
Grade 6	27.03	37.14		60.81	44.29		12.16	18.57	
All Grades	42.17	39.53		46.18	44.96		11.65	15.50	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. As we have no state assessment data for last year, we continue to rely on data from the 2018-19 school year. During that time, we increased the percentage of students that have met or exceeded standards in language arts - with the category of demonstrating understanding of literacy and non fictional text being our largest gain. This indicates that our focus on close reading across all subject matters should continue as a practice.

2. Our student participation rate increased by a little over 1% - we are just above 97%. We attributed this to the preparation and communication with our students and families about the importance of these assessments and the purpose for monitoring progress.
3. We decreased the percent of students that are classified as below standard - with the largest decrease being in the category of listening and demonstrating understanding of literacy and non fictional text. We will continue our practice with focusing on third grade on grade level literacy. With this focus we are seeing gains each calendar year with a decrease in the percent of students that have not MET standards.

Unfortunately, our midyear iReady scores for 2021-22 do not reflect this same growth. As of Diagnostic #2 at midyear, 29% of students have reached annual typical growth targets for ELA. This is down from 44% a year ago. Teachers agreed to put a stronger emphasis on student focus and effort for Diagnostic #3. We believe that with greater effort and attention, students will show more significant growth.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55	73	43	53	70	0	53	70	0	96.4	95.9	0.0
Grade 4	55	63	47	53	62	0	53	62	0	96.4	98.4	0.0
Grade 5	69	59	61	68	56	0	68	56	0	98.6	94.9	0.0
Grade 6	79	70	53	73	70	0	73	70	0	92.4	100	0.0
All Grades	258	265	204	247	258	0	247	258	0	95.7	97.4	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2462.	2476.		32.08	40.00		26.42	25.71		30.19	20.00		11.32	14.29	
Grade 4	2506.	2526.		39.62	43.55		22.64	25.81		20.75	22.58		16.98	8.06	
Grade 5	2536.	2556.		36.76	42.86		22.06	26.79		20.59	23.21		20.59	7.14	
Grade 6	2541.	2547.		26.03	35.71		28.77	18.57		24.66	18.57		20.55	27.14	
All Grades	N/A	N/A	N/A	33.20	40.31		25.10	24.03		23.89	20.93		17.81	14.73	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.62	51.43		39.62	30.00		20.75	18.57	
Grade 4	49.06	61.29		30.19	20.97		20.75	17.74	
Grade 5	47.76	51.79		31.34	37.50		20.90	10.71	
Grade 6	35.62	47.14		34.25	24.29		30.14	28.57	
All Grades	42.68	52.71		33.74	27.91		23.58	19.38	

### 2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.74	42.86		43.40	45.71		18.87	11.43	
Grade 4	30.19	35.48		49.06	48.39		20.75	16.13	
Grade 5	30.88	23.21		42.65	58.93		26.47	17.86	
Grade 6	20.55	30.00		50.68	38.57		28.77	31.43	
All Grades	29.15	33.33		46.56	47.29		24.29	19.38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.40	50.00		47.17	35.71		9.43	14.29	
Grade 4	37.74	50.00		39.62	33.87		22.64	16.13	
Grade 5	34.33	42.86		40.30	44.64		25.37	12.50	
Grade 6	21.92	30.00		54.79	41.43		23.29	28.57	
All Grades	33.33	43.02		45.93	38.76		20.73	18.22	

2019-20 Data:

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**Conclusions based on this data:**

- Again, as there was no state testing conducted last year, we are reflecting on 2018-19 data for the analysis. We significantly increased the percentage of students that have met or exceeded standards in mathematics, an overall increase from the previous year of 7% - with the category communicating reasoning and concepts and procedures as our largest gain, nearly 10% each. Our partnership with the UCD math project and subsequent focus on the mathematical practices made a significant impact on instruction and therefore student learning. We will continue to hone our practices and skills as we move forward. The practices learned through this professional development will need to be highlighted in our return to school for the 2022-23 school year.
- Our participation rate showed a 3% increase over the past three years.
- We significantly decreased the percent of students that are classified as below standard - interestingly enough each category has decreased approximately 3% - therefore no one category shows stronger than another. Again, we attribute our students deeper understanding of math in all areas to our focus on mathematical practices and therefore will continue our school wide strategies as the 3 reads process, reasonableness of an answer, and discourse in mathematics.  
  
Unfortunately, our midyear iReady scores for 2021-22 do not reflect this same growth. As of Diagnostic #2 at midyear, 20% of students have reached annual typical growth targets for Math. This is down from 39% a year ago. Teachers agreed to put a stronger emphasis on student focus and effort for Diagnostic #3. We believe that with greater effort and attention, students will show more significant growth.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	7	4	
1	*	*	*	*	*	*	*	*	*	*	*	7	
2	*	*	*	*	*	*	*	*	*	*	8	4	
3	*	*	*	*	*	*	*	*	*	*	7	*	
4	*	*	*	*	*	*	*	*	*	*	6	4	
5	*	*	*	*	*	*	*	*	*	*	6	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											40	37	27

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	13.51	7.41	32.50	32.43	33.33	*	8.11	25.93	40.00	45.95	33.33	40	37	27

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		*	*	*	*	*		*	*	*	*	*	*	*	*
<b>1</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>		*	*	*	*	*		*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	27.03	22.22	32.50	18.92	37.04	*	8.11	11.11	40.00	45.95	29.63	40	37	27

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*		*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>		*	*	*	*	*	*	*	*	*	*	*
<b>5</b>		*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	13.51	29.63	30.00	37.84	44.44	52.50	48.65	25.93	40	37	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*		*	*	*	*	*	*	*	*
<b>2</b>	*	*	*		*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	35.00	40.54	29.63	27.50	13.51	44.44	37.50	45.95	25.93	40	37	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>		*	*	*	*	*	*	*	*	*	*	*
<b>5</b>		*	*	*	*	*	*	*	*	*	*	*
<b>6</b>		*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	5.41	3.70	*	40.54	33.33	65.00	54.05	62.96	40	37	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	16.22	7.41	47.50	35.14	48.15	42.50	48.65	44.44	40	37	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The largest percent of students by overall achievement - sit at levels 1, 2, and 3. Collectively this makes up approximately 92% of our students who are EL (25 students).
2. We struggle most with the domain of reading - well over half of our students are at the beginning level (63% of students).
3. Our second area of focus would be the writing domain - as nearly half of our students score at the beginning level (44% of students).

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>399</b>	<b>41.9</b>	<b>7.0</b>	<b>0.5</b>
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	7.0
Foster Youth	2	0.5
Homeless	5	1.3
Socioeconomically Disadvantaged	167	41.9
Students with Disabilities	80	20.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0
American Indian or Alaska Native	4	1.0
Asian	10	2.5
Filipino		
Hispanic	199	49.9
Two or More Races	19	4.8
Native Hawaiian or Pacific Islander		
White	160	40.1

### Conclusions based on this data:

- Zamora has a consistent demographic population and we typically do not experience large movements of students in and out of our school from year to year. The exception being the past two years involving school closures, distance learning and masking controversies.

2. Our English Learner population has dropped and consists of approximately 7% of our population - this is a 2.5% drop from the previous year.
3. Our Students with Disabilities population remains a large percent of our population at approximately 20%.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

1. We are proud of our progress and achievement levels in mathematics and language arts as reflected in our score of blue and green in both areas. We attribute this to the professional development that our staff have received.
2. According to the 2020-21 Data Quest dashboard - 14.2% (57) of students are marked as chronically absent (a 5.8% increase from the prior year.) This can be attributed to school closures, COVID, and the challenges many families faced with online learning. 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.  
Chronic absenteeism continues to be a huge concern in the current school year due to COVID, COVID protocols around quarantining, and families experiencing various personal and economic challenges.
3. .According to the 2020-21 dashboard - we had a 0% suspension rate - which translates to 0 suspensions for the school year. This is a decrease from the year prior.

# School and Student Performance Data

## Academic Performance English Language Arts

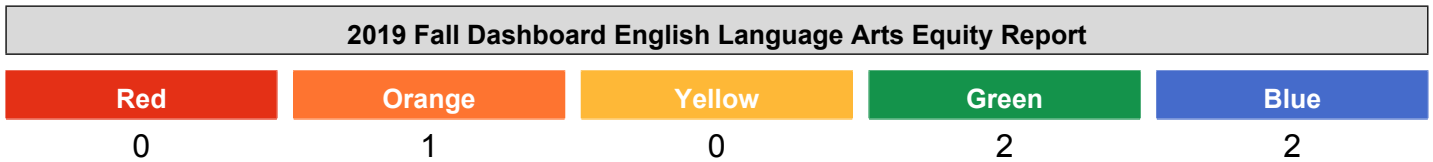
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 36.4 points above standard Increased ++3.2 points 267	<p><b>English Learners</b></p> Green 2.7 points below standard Increased Significantly ++24.6 points 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students	<p><b>Socioeconomically Disadvantaged</b></p> Blue 15.9 points above standard Increased Significantly ++17.1 points 109	<p><b>Students with Disabilities</b></p> Orange 50 points below standard Declined -12.6 points 59

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 33.8 points above standard Increased Significantly ++18.2 points 128	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Green 41.1 points above standard Declined -6.2 points 118

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
48.5 points below standard Increased Significantly ++33.1 points 17	32.7 points above standard Increased ++5.7 points 22	41.4 points above standard Maintained -2.2 points 222

**Conclusions based on this data:**

- Our continued focus and concern includes our Students with Disabilities - as this group showed the only decline, at 13 points. This was our only group to show a decline. Additionally, this group shows scores in the orange as compared to our overall student population that has scored in the green - therefore highlighting a "gap." Specifically, we have a need to focus on the area of listening (how well students do with understanding spoken information). Teachers will employ strategies to support practices that enhance this skill for all students - as this was also an area that shows a lack of growth for subgroups.
- We are proud of the sustained progress of our students that are socioeconomically disadvantaged - scoring in the blue category - out scoring our overall population.
- Our EL students - while scoring slightly below standard (3.1 points) made our largest gain of any subgroup - 24. 2 points.

# School and Student Performance Data

## Academic Performance Mathematics

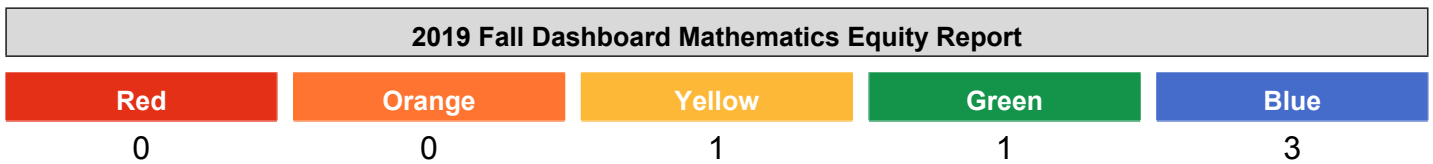
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 24.3 points above standard Increased Significantly ++15.9 points 266	<p><b>English Learners</b></p> Green 10.7 points below standard Increased Significantly ++41.2 points 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students	<p><b>Socioeconomically Disadvantaged</b></p> Blue 2.7 points above standard Increased Significantly ++25.1 points 109	<p><b>Students with Disabilities</b></p> Yellow 48.2 points below standard Increased ++5.4 points 59

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #e1ecf4; padding: 2px;">14.9 points above standard</span> Increased Significantly ++28.1 points 128	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Blue <span style="background-color: #e1ecf4; padding: 2px;">35.1 points above standard</span> Increased ++6.6 points 118

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1ecf4; padding: 2px;">58.5 points below standard</span> Increased Significantly ++35.2 points 17	<span style="background-color: #e1ecf4; padding: 2px;">26.3 points above standard</span> Increased Significantly ++36.3 points 22	<span style="background-color: #e1ecf4; padding: 2px;">29.2 points above standard</span> Increased ++10.3 points 221

#### Conclusions based on this data:

1. Our group for focus in mathematics would be - Students with Disabilities - as this group has scored in the yellow as compared to our overall student population that has scored in the blue - therefore highlighting a "gap." Specifically, there is a greater need to address the area of problem-solving and modeling/data analysis. We will continue to support students through the 3 read process, the reasonableness of an answer, and increased opportunities for math discourse as these strategies have helped the overall group to increase.
2. We are proud of the sustained progress of our students that are socioeconomically disadvantaged, who have remained in the blue tier.
3. We are proud of the increase our EL students made this year - moving from the yellow to the green - with a gain of 41.2 points. The practices we have put in place help our EL students with access to the curriculum in multiple different ways and with repeated opportunities to demonstrate their knowledge in a variety of ways.

# School and Student Performance Data

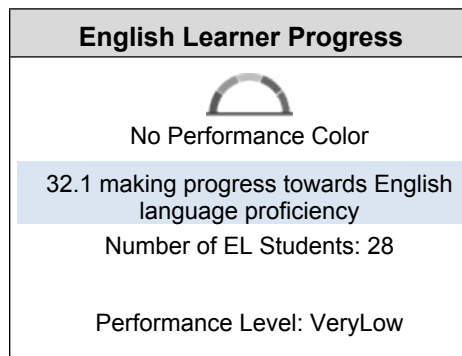
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.1	60.7		32.1

#### Conclusions based on this data:

1. We have decreased the number of EL (English Learner) students identified at our site - from 40 to 28 - however the performance level still indicates very low. This can be attributed to the process of redesignating our highest EL students into the English Only (EO) category. We will continue to monitor and develop action plans that are individualized for each student.
2. We are proud of the 9 students who increased their level by one ELPI.
3. We are focusing on the 17 students who have maintained their level. Our EL specialist along with our teachers will create detailed action plans to support each student's specific need through a detailed process.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.



<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. not applicable

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

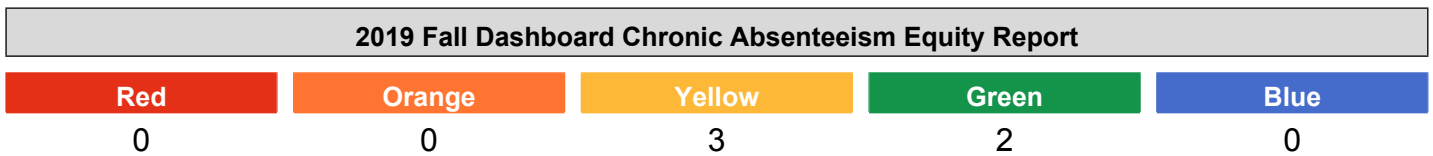
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Green 8.4 Declined Significantly -3.1 462	<p><b>English Learners</b></p>  Yellow 11.9 Declined -2.4 42	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students
<p><b>Homeless</b></p>  No Performance Color 18.2 Declined -18.2 11	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 17.3 Declined -2.3 191	<p><b>Students with Disabilities</b></p>  Yellow 18.1 Declined -11.2 105

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.6 Declined -2 228	 No Performance Color 16.7 Declined -6.9 18	 No Performance Color Less than 11 Students	 Green 6.2 Declined Significantly -3.8 194

**Conclusions based on this data:**

1. We were beyond proud of the change Zamora had in the area of Chronic Absenteeism for 2018-19 We significantly declined our rate by 3.1 points - with our largest decline of 11.1 points in the sub group of students with disabilities.
2. Despite the incredible decrease, our most critical group still remains as our Students with Disabilities as they have the lowest score (yellow) - this is a historical problem as well. We will be directing efforts to specific students with chronic levels through an action plan process that will include the teacher, student, and family.
3. According to the 2020-21 Data Quest dashboard - 14.2% (57) of students are marked as chronically absent (a 5.8% increase from the prior year.) This can be attributed to school closures, COVID, and the challenges many families faced with online learning. 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. Chronic absenteeism continues to be a huge concern in the current school year due to COVID, COVID protocols around quarantining, and families experiencing various personal and economic challenges.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. not applicable

# School and Student Performance Data

## Conditions & Climate Suspension Rate

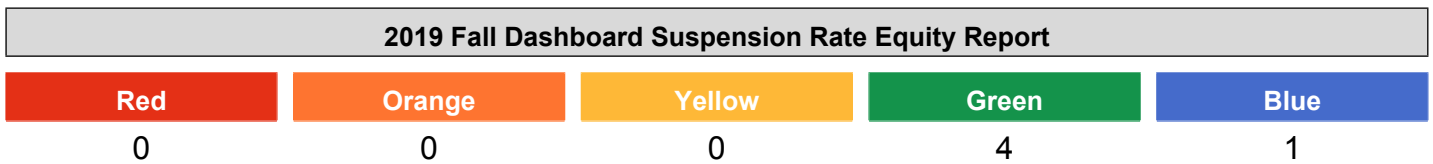
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>0.8</p> <p>Increased +0.4</p> <p>473</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>45</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>11</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1</p> <p>Maintained +0.1</p> <p>194</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>0.9</p> <p>Declined -1.1</p> <p>106</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0.9</div> Maintained 0 233	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">5.6</div> Increased +5.6 18	 No Performance Color Less than 11 Students	 Green <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0.5</div> Increased +0.5 199

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.8

**Conclusions based on this data:**

1. We are proud of our suspension rates as they have remained at the 1% or below level for three years.
2. There is not a significant gap with any of our subgroups.
3. According to the 2020-21 dashboard - we had a 0% suspension rate - which translates to 0 suspensions for the school year. This is a decrease from the year prior.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	<p>24 students in 5th or 6th grade participate in Band.                      17 students in 5th or 6th grade participate in Strings.                      38% of 5th/6th Grade students participate in Visual and Performing Arts</p> <p>Additionally, all 4th grade students participate in Strings class.</p>	Increase the number of students participating in Band and/or Strings by 5%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students - with a focus on students with disabilities.

### Strategy/Activity

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

Activities:

- school-wide attendance incentives
- PBIS (Positive Behavior Intervention and Support) incentives
- lunch groups for homework and skills support
- a reward system for unmotivated students
- site level meetings to be held with chronic attendance concern families
- participation in anti-bullying and MTSS behavior supports
- assemblies
- extra duty costs for school-wide activities
- monitoring of attendance data to be shared with teachers
- after school tutoring and intervention support
- goal setting with the student
- personal phone calls from a staff member when the student is absent
- communication folders to support home/school connection
- develop "Share a Career Days" where parents or community members present careers to students
- develop "CTE Connections" have high school students or community members present CTE (Career Technical Education) career opportunities to students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3,000	Supplemental/Concentration
1,000	Title I Part A: Basic Grants Low-Income and Neglected

# Annual Review

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

We are fortunate to have a student body that feels connected and successful in our school. According to the California Healthy Kids Survey a - 71% percent of our students surveyed feel

connected to school (a decrease of 2% from the previous year.) That said - we attribute this connection to the stability of our staff, the stability of our community, and the activities we provide to encourage student engagement and participation. We are fortunate in that our students feeling of connectedness results in a low suspension rate, a strong feeling of community on our campus, and excellent parent support. Teachers continue to implement daily Social Emotional Learning to build student resiliency and school connectedness throughout, and identify students to build and maintain caring relationships.

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

Fortunately, we were able to continue our plans for afterschool clubs and, even with COVID restrictions, were even able to offer a wide variety. Additionally, we implemented other clubs during lunch recess to offer choice for those students who sometimes struggle with recess games or unstructured times. We had tremendous success and turnout as we filled every class offered, 6 after school and 2 during lunch recess. To note, the number of afterschool clubs offered this year was slightly lower than in years past as some of the clubs were not allowable during these times. We continued with PBIS incentives of Zoonie bucks and our biweekly Zoonie Store. Unfortunately, access to room 20, and assemblies were put on hold due to COVID restrictions and staffing challenges.

Expenditures for clubs will now be moved to Goal #4.

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

The major change to this goal is to relocate the activities we provide students in our afterschool clubs to what is now presented as goal 4 of this plan - to provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.

Additional strategies added to this goal are the development of Career Days or assemblies for students. Included are showcases for CTE careers. These suggestions were made by the Student Advisory Group and Student Council.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	According to the 2018-19 dashboard - ELA - level Green (all students) Math - level Blue (all students)	Maintain current levels
Performance level on English Learner Progress Indicator (ELPI)	According to the 2018-19 dashboard - 32.1% of English Learners are making progress	Increase ELPI to at least 35% of students making progress
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	Our 2018-19 CAASPP results indicate that - 67.83% of students meet or exceed standards in ELA	At least 67.83% of students will meet or exceed standards in ELA
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	Our 2018-19 CAASPP results indicate that - 64.34% of students meet or exceed standards in Math	At least 64.34% of students will meet or exceed standards in Math
Number of students who are chronically absent	According to the 2020-21 Data Quest report - 14.2% (57) of students are marked as chronically absent (a 5.8% increase from the prior year)	Decrease the total percent by 5%, and decrease the overall number of chronically absent students to less than 35.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student sense of safety and school connectedness	Based on the 2020-21 administration of the CHKS - 78% of our students report they feel safe at school, 71% of our students report feeling connected to our school	To increase each area by 5%
Suspension rate	According to the 2020-21 Data Quest report- we had a 0% suspension rate - which translates to 0 suspensions for the school year. This is a decrease from the year prior.	To maintain a rate of below 1%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	We do not have a baseline for this- we did not have enough families complete this survey to report results.	n/a
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	For the 2021-22 school year, 29% of students have reached annual typical growth targets for ELA; 20% of students have reached annual typical growth targets for Math on iReady Diagnostic #2.	To increase both math and ELA levels at the midyear point by 10%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

School-wide language arts focus to support effective teaching strategies, increase comprehension and Lexile of the students, ensure on grade-level reading and comprehension by the end of third grade, as well as support students in the writing process.

- teacher collaboration and planning
- teacher planning time to score assessments and utilize a data-driven cycle of inquiry to create action plans for EL, RFEP, and students with disabilities students
- academic conferences
- intervention model, to be implemented during the school day, to support mastery of standards
- students use of online resources
- supplemental intervention materials needed to support equal access for all students

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

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

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

### 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)
17,594	Supplemental/Concentration
18,852	Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

The main purpose of the strategies/activities listed above is to support instruction and student learning in the area of mathematics and language arts. With a focus on professional collaboration and intervention services, we are able to hone our instructional practices in the classroom and also offer tiered levels of supports to students. Using our district assessment tool - iReady Diagnostic - we have been able to follow trends and compare mid-year data with years prior. We dropped significantly in language arts as far as our mid-year progress as compared to the previous school year (pre-COVID), with mathematics the data shows the same trend. Through our needs assessment process, we came to the conclusion that school connectedness and student attentiveness and effort are areas of concern. As we met with our student focus groups and reviewed survey responses - our students are asking for ways to feel more a part of the campus. They openly expressed that online learning left many feeling under prepared for the next grade level. They are asking for more opportunities to connect with the school campus and their friends. Many said that the lifting of the mask mandates in March has improved learning. As funds were not able to be spent on the UC Davis Math Project, monies were diverted to purchase reading incentives and additional materials and supplies. Teachers have expressed dismay at the learning losses experienced during online instruction. Additional intervention groups have been formed to better meet student needs. Instruction has remained rigorous in order to help students meet the high academic content standards.

We have not been able reduce chronic absenteeism this year, as COVID factors have continued to complicate matters.

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

Due to COVID restrictions, we were not able to continue work with the UC Davis Math Project this year. We were able to hire a Reading Support and Intervention Coordinator to work with grades 1-3. This has allowed our intervention groups to be smaller and more targeted. We were also able to add some funding to the intervention instructor budget to increase the number of hours offered.

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

Due to the successes we have had in previous years (as evidenced in our standardized test scores) with our practice of a push-in model of reading intervention in our primary grades - we will continue the strategies and activities that support this. The intervention model is of particular importance at this time as we strive to close gaps in student achievement due to the amount of time students have spent in distance learning.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	For the 2020-21 school year, 13 students (32.5%) were reclassified as FEP (Fully English Proficient).	Maintain the current rate
English Learner Progress Indicator (ELPI)	According to the 2018-19 dashboard - 32.1% of English Learners are making progress	Increase ELPI to at least 35% of students making progress
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	The staff did a self assessment rating 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, safe 2.5 Strong family and school partnerships 3.0 Supporting English Learners with disabilities	Increase the area of languages and cultures are assets by one rating point (2.5).

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All English Learner students.

Strategy/Activity

Provide targeted and integrated supports for EL students.

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

Professional Development (PD)/coaching

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4,680

Supplemental/Concentration

6760

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

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

Traditionally, during our academic conference time/teacher release time- approximately 6-8 weeks into the school year - we provide time for the teachers to analyze initial student data for proficiency and need. Teachers then create an action plan based upon individual student needs. Included in the plan are details by which they will work to achieve the goal established. These details include strategies, materials, assessments, and timelines. We have found success in this process as it is not only individualized but that it brings awareness as to what the classroom teacher will do during non-ELD times to support the student throughout the school day. This process is usually repeated every 8 weeks to check on progress toward the established goal, set new goals, or if needed change course to ensure the goal will be met in the next cycle. We find this to be a successful

process as it keeps the focus on individual needs throughout the entire school day - and year. This year due to COVID illnesses and substitute shortages, we have not been able to complete this process as diligently as proposed. Teachers have continued to monitor and collaborate regarding the needs of our EL students, however, the process has not been as formal. Now that staffing has stabilized, we are resuming the process and will continue this strategy into next year.

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

There were no differences in what we have budgeted and the implementation of the strategies and activities - with the exception of not having an EL Specialist on site for much of the year due to staffing challenges. Without a steady EL Specialist we were not able to participate in professional development and coaching in EL strategies and instructional integration. While this was not a budget impact, it did not help us to improve instruction in this area.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students with a focus on students with disstyabilities.

### Strategy/Activity

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

- inquiry practice and professional development for teachers, a book study about how to incorporate student voice in the classroom
- student-led clubs for grades 3-6 with a faculty advisor
- student-led conferences for grades 3-6
- student government in grades 3-6

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,500

693

Source(s)

Supplemental/Concentration

Title I Part A: Parent Involvement

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

While we got off to a slow start, we were able to offer a variety of extra-curricular clubs and activities for students: Robotics, PE (physical education) Games, Choir, Watercolor, Lego Club, Game Club, STEAM and Walking Club. All activities proved widely popular and students provided positive feedback. Due to COVID restrictions, field trips were limited to the last few months of the year which limited our options. Also, due to the site experiencing several interim principals this year, a book study for teachers was not realized.

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

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

COVID restrictions limited some of the club offerings and field trips available this year.

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

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$27,305
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,079.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$26,612.00
Title I Part A: Parent Involvement	\$693.00

Subtotal of additional federal funds included for this school: \$27,305.00

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$31,774.00

Subtotal of state or local funds included for this school: \$31,774.00

Total of federal, state, and/or local funds for this school: \$59,079.00

# 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
Renee Nebolon	Principal
Jolie Hagopian	Classroom Teacher
Janet Mathiesen	Classroom Teacher
Sandra Crough	Classroom Teacher
Belinda Jimenez	Other School Staff
Rebecca Long	Parent or Community Member
Erin Horn	Parent or Community Member
Dina McWashington	Parent or Community Member
Jenny Hayes	Parent or Community Member
Brittney Echols	Parent or Community Member

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

See below

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 . 5/9/22

Attested:

Principal, Renee Nebolon, Interim on 5/9/22

SSC Chairperson, Jolie Hagopian on 5/9/22

Renee Nebolon	Principal	5-9-22
Blinda Gmeney,	Office Coord.	5-9-22
Jaret Matheson	teacher	5-9-22
Jolie O. Hagopian	teacher	5-9-22
Relief Long	parent	5-9-22
Omash M...	parent	5-11-22
J. Hayes	parent	5-11-22
Vandana Singh	teacher	5-11-22
Deepinder Singh	Teacher	5-11-22 ELAC rep
Erin...	parent	5-13-22