



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Zamora School	Elementary	57-72710-6096671	4/13/26	7/24/26

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Zamora's School's Site Council meets at least five times yearly and reviews the school's data and progress made on goals within the School Plan for Student Achievement (SPSA). It also reviews the CA Dashboard, participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple groups at Zamora, including ELAC (English Learner Advisory Committee), School Site Council, Youth Advisory, PTA, and staff. Each meeting reviewed the most recent California School Dashboard data for Zamora school students' academic performance, i-Ready data, attendance, reclassification, and suspension rates. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

The Youth Advisory Group met twice monthly beginning in September 2025 and comprised a diverse group of 4th-6th grade students. Bi-monthly discussions with students resulted in the formation of group norms created with the students: We listen to all, participate, and have fun supporting our school and each other. The youth advisory group for the 2025-2026 school year was made up of students from last year's advisory group and additional students from each grade level in 4th- 6th grade. The size of the group varied over the year, but we had between 25-33 students present at each meeting. This year, students actively participated in creating behavior expectations, developing a plan for more engagement on the intermediate playground, and creating systems of support for our site to improve routines and procedures. I am most proud of our students desire to become upstanders on our campus and speak up when they see issues arising on campus.

The administrator also shared the CA Dashboard with the Youth Advisory Group. The fall 2025 student and spring 2026 parent surveys were used to address/focus site needs. The CA Healthy Kids Survey was given to site 5th graders, staff, and parents in Spring 2026. All of the data from the surveys supported the development of the goals and actions of the Zamora Site Plan. Increasing student engagement and connectedness with all staff on campus remains a priority. Ensuring that student voice and choice are captured and used in my 2026-2027 SPSA revisions has been a priority. Disordered conduct, such as fighting, is an area that parents, students, and staff report need continued support. Our campus is focused on improving systems and routines in the 2026-2027 school year, by analyzing our school data and supporting students with Tier 1 and Tier 2 best practices.

ELAC and staff reviewed the SPSA and provided additional feedback. The school site council reviewed the plan, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 28, 2026.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The school's overall suspension rate of 4.3% continues to trend upward from 0.8% in 2019, which remains an area of significant concern, particularly when compared to the state average of 2.9%. Several student subgroups are experiencing suspension rates that exceed state averages and require focused attention.

Students with Disabilities have the highest rate of concern at 7.6%, which increased by 2.7 percentage points and is rated Red on the Dashboard, compared to the state average of 5.0%.

Socioeconomically Disadvantaged students are suspended at a rate of 5.4%, and Hispanic students at 4.8%, both rated Orange and trending upward.

White students also reflect a Red rating at 4.2%, having increased by 2.3 percentage points.

One area of strength is among English Learners, who reflect a 0.0% suspension rate, well below the state average of 3.2%, indicating that current supports for this group are effective.

To address the growing disparities in suspension rates, the school is working collaboratively on improving focus on Tier 2 and Tier 3 interventions for students with disabilities and other high-need subgroups. Staff will participate in ongoing professional development focused on student engagement and culturally responsive discipline strategies to reduce exclusionary discipline. The school will also conduct regular reviews of discipline referral data disaggregated by subgroup to identify patterns of disproportionality and adjust supports accordingly, ensuring that all students, particularly those from historically underserved groups, have access to equitable and supportive learning environments.

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

Zamora Elementary had no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

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

Our school's chronic absenteeism rate has improved significantly from a post-pandemic high of 24.1% in 2022, declining to 22.3% in 2023, 16.5% in 2024, and 13.9% in 2025 — moving in a positive direction and now below the state average of 17.1%.

Subgroup Concerns: Despite overall improvement, several student subgroups require targeted attention:

English Learners (20.9%) are the only student group showing an increase in chronic absenteeism (+2.3 points), signaling a need for culturally responsive outreach and support.

Students with Disabilities (23.7%) and Socioeconomically Disadvantaged students (21.5%) remain disproportionately absent compared to the all-student rate.

White students also showed a slight increase (+1.8 points, 9.2%), warranting monitoring.

Areas of Progress: Hispanic students showed the largest improvement, declining 4.6 points to 18.3%, and Two or More Races students declined 7.5 points to 3.2%.

Identified Need: The school will continue implementing attendance intervention strategies with a specific focus on English Learners and high-need subgroups to sustain downward trends and close remaining gaps.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	1.3%	1.03%	0.49%	5	4	2
Asian	2.34%	1.79%	1.96%	9	7	8
Filipino	0.52%	0.51%	0.24%	2	2	1
Hispanic/Latino	53.39%	52.05%	49.88%	205	203	204
Pacific Islander	0.52%	0.51%	0.73%	2	2	3
White	35.68%	37.44%	39.12%	137	146	160
Two or More Races	4.43%	4.36%	5.38%	17	17	22
Not Reported	1.82%	2.31%	2.20%	7	9	9
Total Enrollment				384	390	409

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			28
Kindergarten	61	63	55
Grade 1	60	62	58
Grade 2	55	62	56
Grade3	49	51	61
Grade 4	53	50	48
Grade 5	46	52	53
Grade 6	60	44	50
Total Enrollment	384	390	409

Conclusions based on this data:

- Enrollment is steadily increasing, with shifting grade-level cohorts. Overall enrollment has grown from 384 to 409 students over three years. Growth is uneven across grade levels, with notable increases in: Grade 3 (49 to 61), Grade 5 (46 to 53)

2. The school remains predominantly Hispanic/Latino.
Hispanic/Latino students remain the largest group (~50%), though there is a slight decline (53.39% to 49.88%).
White student enrollment has increased (35.68% to 39.12%).
3. The small size of certain subgroups may make it more difficult to:
Monitor trends in achievement data
Provide targeted subgroup-specific interventions

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	33	38	40	8.6%	9.7%	9.8%
Fluent English Proficient (FEP)	23	22	20	6.0%	5.6%	4.9%

Conclusions based on this data:

1. The number of English Learners (EL) has increased from 33 students (8.6%) in 2022–23 to 40 students (9.8%) in 2024–25. This indicates a gradual but consistent growth in the EL population, suggesting a need for sustained and possibly expanded EL services and instructional supports.
2. The number of Fluent English Proficient (FEP) students has decreased from 23 (6.0%) to 20 (4.9%). This decline may indicate fewer students entering the system already proficient in English or possible changes in student demographics.
3. Reclassified Fluent English Proficient (RFEP) data is not provided, which limits the ability to evaluate how effectively the school is supporting EL students toward reclassification. This is a critical metric for measuring program success.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46	45	55	45	45	55	45	45	55	97.8	100	100
Grade 4	46	49	44	44	48	43	44	48	43	95.7	98	97.7
Grade 5	42	46	49	40	42	49	40	42	49	95.2	91.3	100
Grade 6	50	40	42	49	39	40	49	39	40	98.0	97.5	95.2
All Grades	184	180	190	178	174	187	178	174	187	96.7	96.7	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2456.	2477.	2441.	40.00	44.44	29.09	15.56	24.44	23.64	33.33	22.22	30.91	11.11	8.89	16.36
Grade 4	2534.	2492.	2526.	56.82	39.58	53.49	29.55	22.92	25.58	4.55	18.75	11.63	9.09	18.75	9.30
Grade 5	2528.	2538.	2506.	27.50	30.95	22.45	27.50	38.10	20.41	27.50	19.05	28.57	17.50	11.90	28.57
Grade 6	2519.	2536.	2560.	18.37	23.08	17.50	28.57	33.33	47.50	24.49	23.08	30.00	28.57	20.51	5.00
All Grades	N/A	N/A	N/A	35.39	35.06	30.48	25.28	29.31	28.34	22.47	20.69	25.67	16.85	14.94	15.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.22	33.33	14.55	68.89	62.22	76.36	8.89	4.44	9.09
Grade 4	29.55	25.00	27.91	65.91	60.42	62.79	4.55	14.58	9.30
Grade 5	15.00	28.57	26.53	72.50	57.14	48.98	12.50	14.29	24.49
Grade 6	24.49	23.08	32.50	51.02	53.85	60.00	24.49	23.08	7.50
All Grades	23.03	27.59	24.60	64.04	58.62	62.57	12.92	13.79	12.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.44	33.33	25.45	60.00	57.78	56.36	15.56	8.89	18.18
Grade 4	43.18	27.08	46.51	52.27	58.33	44.19	4.55	14.58	9.30
Grade 5	15.00	26.19	14.29	72.50	59.52	71.43	12.50	14.29	14.29
Grade 6	14.29	20.51	20.00	51.02	53.85	65.00	34.69	25.64	15.00
All Grades	24.16	27.01	26.20	58.43	57.47	59.36	17.42	15.52	14.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.89	26.67	9.09	80.00	68.89	74.55	11.11	4.44	16.36
Grade 4	20.45	8.33	23.26	70.45	85.42	69.77	9.09	6.25	6.98
Grade 5	15.00	16.67	18.37	77.50	76.19	71.43	7.50	7.14	10.20
Grade 6	8.16	15.38	15.00	77.55	66.67	77.50	14.29	17.95	7.50
All Grades	12.92	16.67	16.04	76.40	74.71	73.26	10.67	8.62	10.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.44	33.33	16.36	64.44	60.00	63.64	11.11	6.67	20.00
Grade 4	29.55	12.50	34.88	68.18	75.00	55.81	2.27	12.50	9.30
Grade 5	27.50	30.95	16.33	57.50	61.90	67.35	15.00	7.14	16.33
Grade 6	22.45	15.38	10.00	53.06	69.23	82.50	24.49	15.38	7.50
All Grades	25.84	22.99	19.25	60.67	66.67	66.84	13.48	10.34	13.90

Conclusions based on this data:

1. Across all grades, there is a decline in the percentage of students exceeding standards (35.39% to 30.48%) and an increase in students nearly meeting standards (22.47% to 25.67%) from 2022–23 to 2024–25. Instruction must prioritize grade-level rigor, differentiation, and acceleration strategies to move students from “Nearly Met” to “Met/Exceeded,” rather than focusing solely on remediation.

2. Grade 6 shows strong growth, including:
Significant decrease in “Not Met” (28.57% to 5.00%)
Increase in students meeting standard (28.57% to 47.50%) There is a need to strengthen foundational literacy in primary and intermediate grades, particularly in comprehension and early writing, to prevent long-term gaps.
Successful practices in Grade 6 should be analyzed and replicated in lower grades.
3. Reading: Increase in students below standard in Grade 5 (12.50% to 24.49%), indicating comprehension challenges
Writing: Although “Below Standard” decreased overall (17.42% to 14.44%), performance remains inconsistent across grade levels
Listening: Remains the strongest domain, with ~73% of students at/near standard consistently. Instruction should focus on reading comprehension, text analysis, and writing development across content areas, while leveraging strong listening skills to support academic discourse, speaking, and writing integration.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46	45	55	44	45	55	44	45	55	95.7	100	100
Grade 4	46	49	44	43	48	42	43	48	42	93.5	98	95.5
Grade 5	42	46	49	40	42	49	40	42	49	95.2	91.3	100
Grade 6	50	40	42	49	39	40	49	39	40	98.0	97.5	95.2
All Grades	184	180	190	176	174	186	176	174	186	95.7	96.7	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2454.	2472.	2453.	25.00	35.56	29.09	36.36	28.89	34.55	22.73	20.00	18.18	15.91	15.56	18.18
Grade 4	2516.	2490.	2521.	34.88	22.92	40.48	34.88	29.17	23.81	16.28	35.42	28.57	13.95	12.50	7.14
Grade 5	2525.	2497.	2490.	32.50	16.67	14.29	22.50	23.81	20.41	22.50	28.57	30.61	22.50	30.95	34.69
Grade 6	2521.	2512.	2537.	20.41	15.38	20.00	18.37	25.64	25.00	22.45	23.08	30.00	38.78	35.90	25.00
Grade 11															
All Grades	N/A	N/A	N/A	27.84	22.99	25.81	27.84	27.01	26.34	21.02	27.01	26.34	23.30	22.99	21.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.36	48.89	41.82	47.73	33.33	41.82	15.91	17.78	16.36
Grade 4	48.84	31.25	59.52	39.53	52.08	28.57	11.63	16.67	11.90
Grade 5	35.00	23.81	18.37	42.50	52.38	48.98	22.50	23.81	32.65
Grade 6	24.49	12.82	20.00	36.73	51.28	50.00	38.78	35.90	30.00
Grade 11									
All Grades	35.80	29.89	34.95	41.48	47.13	42.47	22.73	22.99	22.58

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.82	35.56	21.82	45.45	55.56	56.36	22.73	8.89	21.82
Grade 4	23.26	16.67	26.19	60.47	66.67	54.76	16.28	16.67	19.05
Grade 5	22.50	14.29	12.24	55.00	52.38	59.18	22.50	33.33	28.57
Grade 6	12.24	20.51	17.50	53.06	46.15	62.50	34.69	33.33	20.00
All Grades	22.16	21.84	19.35	53.41	55.75	58.06	24.43	22.41	22.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.27	37.78	23.64	65.91	51.11	52.73	6.82	11.11	23.64
Grade 4	32.56	18.75	33.33	48.84	68.75	57.14	18.60	12.50	9.52
Grade 5	27.50	14.29	10.20	52.50	50.00	57.14	20.00	35.71	32.65
Grade 6	14.29	10.26	7.50	57.14	64.10	67.50	28.57	25.64	25.00
All Grades	25.00	20.69	18.82	56.25	58.62	58.06	18.75	20.69	23.12

Conclusions based on this data:

- Grade 5 shows a consistent decline:
 % Exceeded dropped from 32.5% to 14.29%
 % Not Met increased from 22.5% to 34.69%
 Achievement is inconsistent across grade levels, with Grade 5 emerging as a critical area of need, indicating possible gaps in instructional alignment, rigor, or student readiness.
- Concepts & Procedures shows relative stability and even growth in 2024–25 (Above Standard increased to 34.95%).
 However, Problem Solving & Modeling and Communicating Reasoning show:
 Declines in % Above Standard (e.g., Problem Solving dropped to 19.35%)
 Students demonstrate stronger foundational and procedural math skills, but struggle with higher-order skills such as problem solving, reasoning, and explaining thinking—key components of college and career readiness.
- Participation rates have remained consistently high and improved over time, increasing from 95.7% (22–23) to 97.9% (24–25) across all grades. Several grade levels (Grades 3 and 5) reached 100% participation in 2024–25.

The school demonstrates strong testing systems and student inclusion, ensuring reliable data for decision-making and minimizing gaps in accountability.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1363.0	*	*	1373.6	*	*	1338.3	*	10	11	8
1	*	*	*	*	*	*	*	*	*	*	10	7
2	*	*	*	*	*	*	*	*	*	*	*	5
3	*	*	*	*	*	*	*	*	*	5	*	4
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										27	32	31

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.52	9.38	9.68	40.74	40.63	41.94	25.93	28.13	35.48	14.81	21.88	12.90	27	32	31

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	21.88	29.03	37.04	34.38	54.84	14.81	28.13	9.68	14.81	15.63	6.45	27	32	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.70	0.00	6.45	25.93	21.88	19.35	51.85	50.00	48.39	18.52	28.13	25.81	27	32	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.04	25.00	38.71	51.85	56.25	48.39	11.11	18.75	12.90	27	32	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.04	21.88	29.03	48.15	62.50	64.52	14.81	15.63	6.45	27	32	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.70	9.38	6.45	70.37	56.25	58.06	25.93	34.38	35.48	27	32	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.81	6.25	6.45	66.67	71.88	64.52	18.52	21.88	29.03	27	32	31

Conclusions based on this data:

1. The percentage of students performing at Level 4 (highest proficiency) remains relatively low and stable (18.52%-9.38% -9.68%), while Level 3 remains the largest group (around 40–42%). This indicates that most English

Learners are developing but have not yet reached full proficiency. Zamora will continue to focus on oral language as a foundation for literacy development.

2. Level 2 students increased over time (25.93% -28.13% -35.48%), suggesting a growing group of students who are not yet meeting proficiency and require targeted intervention to accelerate language acquisition. Zamora Elementary needs to target support for students in Level 2 to accelerate progress to proficiency.
3. The percentage of students at Level 1 decreased from 14.81% to 12.90% (after a temporary increase), indicating some progress in moving students out of the lowest performance band. Our site will continue to prioritize reading and academic vocabulary development.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
409	52.3%	9.8%	0.2%
Total Number of Students enrolled in Zamora Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	9.8%
Foster Youth	1	0.2%
Homeless	2	0.5%
Socioeconomically Disadvantaged	214	52.3%
Students with Disabilities	103	25.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
American Indian	0	0.0%
Asian	8	2%
Filipino	1	0.2%
Hispanic	204	49.9%
Two or More Races	22	5.4%
Pacific Islander	3	0.7%
White	160	39.1%

Conclusions based on this data:

- Over half of the student population (52.3%) is identified as socioeconomically disadvantaged. This suggests a significant portion of students may face barriers to academic success, including limited access to resources outside

of school. The school should prioritize equitable access to academic interventions, enrichment opportunities, and social-emotional supports to address opportunity gaps and improve overall student achievement.

2. Students with disabilities make up 25.2% of the total enrollment (103 students), which is notably high for an elementary school.
There is a critical need to strengthen inclusive instructional practices, co-teaching models, and targeted interventions to ensure students with disabilities make academic progress and have access to grade-level standards.
3. Nearly half of the student population (49.9%) identifies as Hispanic, and 9.8% are English Learners.
The school should continue to implement culturally responsive teaching practices and robust English language development (ELD) programs to support language acquisition and ensure all students can access rigorous academic content.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Zamora Elementary earned a Green performance level in both English Language Arts and Mathematics, indicating that overall student achievement is meeting or exceeding state expectations. The school's core instructional practices are effective and should be maintained and refined, with a focus on sustaining high levels of achievement and preventing declines through continued data monitoring and instructional alignment.

2. The Yellow performance level in Chronic Absenteeism indicates that a notable percentage of students are missing significant instructional time.
The school should prioritize attendance improvement strategies, including family outreach, early intervention systems, and incentives, to increase student engagement and reduce lost learning time.
3. The Orange performance level in Suspension Rate suggests higher-than-desired exclusionary discipline practices, which can negatively impact student outcomes.
The school should strengthen restorative practices, and social-emotional supports, with a focus on reducing suspensions and addressing any disproportionality among student groups to ensure a positive and inclusive school climate.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 20.6 points above standard Declined 6.2 points 201 Students	English Learners No Performance Color 29.4 points below standard Declined 13.7 points 19 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Yellow 2.3 points below standard Declined 4 points 106 Students

Students with Disabilities  Yellow 17.7 points below standard Increased 22.4 points 49 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 3.3 points below standard Declined 15.2 points 101 Students
Two or More Races  No Performance Color 86.1 points above standard 12 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 48.4 points above standard Increased 7.3 points 80 Students

Conclusions based on this data:

1. All Students are performing at a Green level (20.6 points above standard); however, performance declined by 6.2 points, indicating a downward trend. While overall ELA achievement remains strong, the recent decline signals a need to closely monitor instructional practices and implement targeted supports to prevent further decreases in student performance.
2. Multiple student groups, including Socioeconomically Disadvantaged, Hispanic students, and Students with Disabilities, are performing at the Yellow level and below standard, while White students are performing at Blue (well above standard). There are clear and persistent achievement gaps between student groups, indicating a need for targeted, equitable instructional strategies and interventions to ensure all students meet grade-level standards.
3. English Learners are performing 29.4 points below standard and declined by 13.7 points, with no performance color due to small sample size. English Learners represent a high-priority group for improvement, requiring strengthened designated and integrated ELD instruction, progress monitoring, and targeted academic supports to address significant performance gaps and declines.

School and Student Performance Data

Academic Performance Mathematics

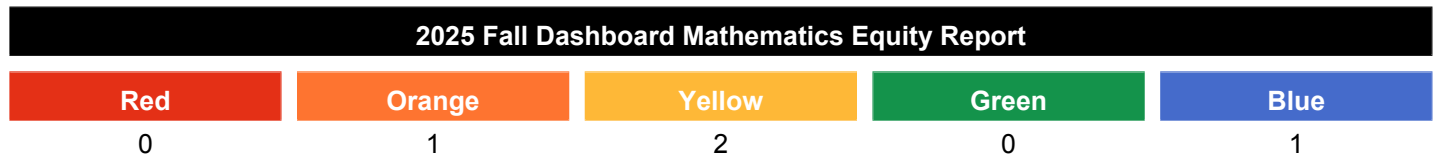
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 3 points below standard Increased 3 points 199 Students	English Learners  No Performance Color 49.3 points below standard Increased 6.7 points 19 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 37.4 points below standard Increased 3 points 105 Students

Students with Disabilities  Yellow 60.1 points below standard Increased 10.7 points 48 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 29.6 points below standard Declined 3.2 points 100 Students
Two or More Races  No Performance Color 48.1 points above standard 12 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 26.1 points above standard Increased 16.4 points 79 Students

Conclusions based on this data:

1. All Students are performing at a Green level, just 3 points below standard, with a slight increase of 3 points. While the general student body is near grade-level expectations, subgroup data reveal disparities. The school should maintain strong core instruction while implementing targeted interventions to support students who are below standard and to sustain overall achievement growth.
2. English Learners: 49.3 points below standard, despite a 6.7 point increase. Students with Disabilities: 60.1 points below standard, with a 10.7 point increase. These groups are performing far below grade-level expectations, highlighting a critical need for intensive support. Targeted instructional strategies, small-group interventions, and progress monitoring for English Learners and Students with Disabilities are essential to reduce these large achievement gaps.
3. Hispanic students: 29.6 points below standard (Orange), with a slight decline. Socioeconomically Disadvantaged students: 37.4 points below standard (Yellow), with a modest increase. These groups are at risk of underperformance relative to peers and require culturally responsive and equity-focused instructional approaches. The school should implement targeted math interventions, scaffolded instruction, and family engagement strategies to improve outcomes for these high-need student groups.

School and Student Performance Data

Academic Performance Science

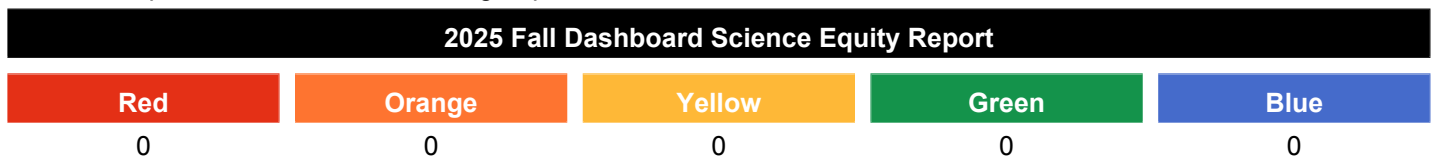
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 56.1 science points Increased 5.1 points 49 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 49.1 science points Increased 6.7 points 25 Students

Students with Disabilities  No Performance Color 44.6 science points Increased 7.2 points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 51.1 science points Increased 4.9 points 28 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 64.5 science points Increased 9.3 points 19 Students

Conclusions based on this data:

1. All Students earned 56.1 science points with an increase of 5.1 points, demonstrating growth and above-grade-level performance.
The school's science instruction is effective and should continue to emphasize hands-on, standards-aligned lessons that foster curiosity and conceptual understanding.
2. Socioeconomically Disadvantaged students: 49.1 points (+6.7 increase)
Hispanic students: 51.1 points (+4.9 increase)
While both groups show growth, their scores are below White students, who achieved 64.5 points (+9.3 increase).
Targeted supports, differentiated instruction, and culturally responsive strategies should continue to ensure equity and close performance gaps among student groups.
3. Students with Disabilities: 44.6 points (+7.2 increase), below all-student average.
The school should maintain and expand inclusive instructional practices and provide additional scaffolds, accommodations, and interventions to help students with disabilities access grade-level science content.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 42.9 making progress. Number Students: 28 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 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
17.4%	39.1%	0%	43.5%

Conclusions based on this data:

- Only 43.5% of English Learners progressed at least one ELPI level, while 17.4% decreased and 39.1% maintained lower ELPI levels.
A substantial portion of English Learners are not advancing toward English proficiency, highlighting a critical need for targeted and differentiated English Language Development (ELD) instruction.
- 0% of students maintained ELPI Level 4, the highest proficiency level, indicating challenges in sustaining advanced English skills among English Learners.
Instructional strategies should include enrichment and accelerated support for high-performing English Learners to ensure continued growth and maintenance of proficiency. However, if students reach level 4, they are reclassified at that point.
- With only 28 English Learners, each student's progress has a significant impact on overall outcomes. The distribution of decreases and stagnation shows that individualized monitoring is critical.
The school should implement frequent progress monitoring, small-group or one-on-one interventions, and integrated ELD strategies within core instruction to maximize growth for each English Learner.

School and Student Performance Data

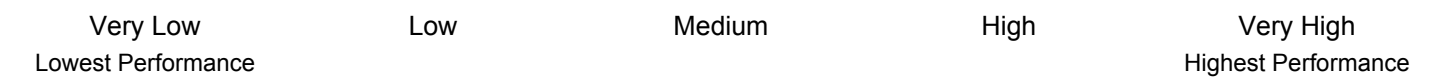
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

13.9% Chronically Absent

Declined 2.5

416 Students

English Learners



Red

20.9% Chronically Absent

Increased 2.3

43 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Socioeconomically Disadvantaged



Yellow

21.5% Chronically Absent

Declined 3.7

223 Students

Students with Disabilities  Orange 23.7% Chronically Absent Declined 1.9 118 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 18.3% Chronically Absent Declined 4.6 208 Students
Two or More Races  No Performance Color 3.2% Chronically Absent Declined 7.5 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 9.2% Chronically Absent Increased 1.8 163 Students

Conclusions based on this data:

- 13.9% chronically absent, with a decline of 2.5%.
Although slightly improved, the overall rate remains high enough to impact student learning and engagement. The school should continue implementing strategies to improve attendance, such as early identification of at-risk students, family engagement, and positive attendance incentives.
- English Learners: 20.9% chronically absent (Red)
Students with Disabilities: 23.7% chronically absent (Orange)
These groups are disproportionately affected, indicating barriers to consistent attendance. Targeted outreach, individualized support, and culturally responsive strategies are needed to reduce absenteeism among high-need student groups.
- Socioeconomically Disadvantaged: 21.5% chronically absent (Yellow)
Hispanic students: 18.3% chronically absent (Yellow)
These patterns show a correlation between chronic absenteeism and student group needs. Attendance interventions should be paired with academic and social-emotional supports to ensure these students can fully access instruction and succeed academically.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

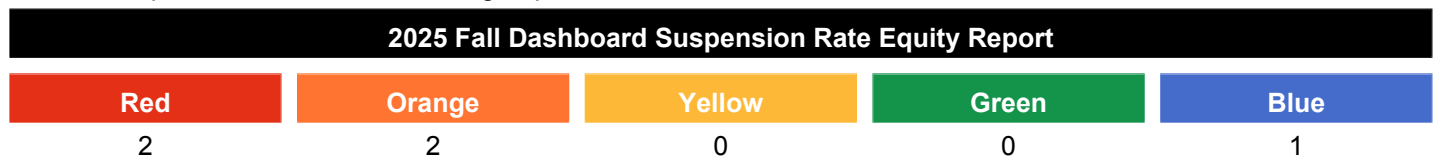
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 4.3% suspended at least one day Increased 0.8% 420 Students	English Learners Blue 0% suspended at least one day Declined 4.7% 44 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Orange 5.4% suspended at least one day Increased 0.5% 223 Students

Students with Disabilities  Red 7.6% suspended at least one day Increased 2.7% 118 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 4.8% suspended at least one day Increased 0.5% 210 Students
Two or More Races  No Performance Color 3.2% suspended at least one day Declined 3.9% 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Red 4.2% suspended at least one day Increased 2.3% 165 Students

Conclusions based on this data:

- 4.3% suspended at least one day, an increase of 0.8% from the previous year (Orange). While overall suspensions are relatively low, the upward trend indicates a need for proactive social-emotional learning (SEL) supports and positive behavior interventions to prevent further increases.
- Students with Disabilities: 7.6% suspended at least one day (Red), increased by 2.7%. This student group experiences significantly higher suspension rates, highlighting the need for individualized behavioral supports, inclusive practices, and staff training to address the needs of students with disabilities.
- Socioeconomically Disadvantaged: 5.4% suspended at least one day (Orange)
Hispanic Students: 4.8% suspended at least one day (Orange)
These groups are also disproportionately impacted by suspensions, suggesting a focus on culturally responsive behavior supports and early interventions to reduce inequities.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

To increase all students' feelings of success and connectedness to the school while offering them exposure to academic rigor, enrichment, and socio-emotional learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in afterschool enrichment activities.	2023-24 100 plus students participated in Cross Country and Choir. 2024-25 136 students participated in Cross Country and Choir 2025-26 132 students participated in Cross Country and Choir	Increase the number of students participating in after-school enrichment activities by 10 percent.
PBIS Zoonie Buck Teacher Participation	2023-24 15 staff members regularly participate in handing out Zoonie Bucks for positive behavior. 2024-25 20 staff members regularly participate in handing out Zoonie Bucks for positive behavior. 2025-26 25 staff members participated in handing our Zoonie Bucks for positive behavior.	Increase the number of staff members participating in Zoonie Bucks by 5 percent.
Positive phone calls home by all staff members.	2023-24 Inconsistent current data. Baseline to be established. 2024-25	All staff members make at least 10 positive phone calls or send 10 positive postcards home per year.

	Administrator contacted 30 parents in the first half of the school year. Teachers sent monthly positive postcards home. 2025-26 Certificated teachers continued to send home positive postcards home. Positive phone calls home decreased to 15 made by the administrator.	
Number of students who participate in VAPA (Visual and Performing Arts) Number of Pathway Awards for Music Program (New Metric)	2023-24: 72 students 2024-25: 72 students 2025-26: 107 students New Metric:	We will continue to work with grades 4/5/6 to increase VAPA participation and hold parent nights with music teachers to discuss the importance of early music participation. New VAPA Music Teacher supports TK-4th grade students, 1.25 times a week. If you count just strings and band this year, we had 107 students for an increase of 35 students.
Participation in enrichment (clubs, arts, STEM, VAPA, etc.) with a focus on English Learners and underserved groups.	New Metric: 25-26:	Increase student participation in enrichment opportunities by +10%, with a focus on equitable access for English Learners and underserved groups.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy: Homework folders offer parents/students a variety of opportunities to increase connections/communication with the classroom through the use of homework folders. This increases the school community, decreases costs for all families, and is a community engagement opportunity.	All Students	800 Supplemental/Concentration
1.3	Strategy: Integrate Visual and Performing Arts (VAPA) into the elementary classroom as a critical component of a well-rounded education that fosters creativity, self-expression, cultural awareness, and academic achievement.	TK-4th grade	53843 Arts and Music in Schools

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Afterschool Enrichment Participation
Participation increased to 136 students but slightly declined to 132 students in 2025–26

While overall participation remains strong, the plateau suggests a need to expand and diversify enrichment offerings and ensure all student groups are represented. Additional opportunities that connect to college and career awareness may increase engagement by both students and parents.

Positive Behavioral Intervention Supports

Staff participation in PBIS increased from 15 to 25 staff members

This indicates improving consistency in recognizing positive student behavior. However, student outcome data (behavior, connectedness, belonging) is not yet systematically measured (other than for 5th graders as they participate in the California Healthy Kids Survey), limiting the ability to determine overall impact. Our 5th graders in the California Healthy Kids Survey reported in winter 2026:

Strong Relationships & High Expectations

86% feel adults hold high expectations

70% report caring adults at school

Students feel supported and believe teachers want them to succeed.

Strong School Connectedness

79% feel connected to school

Most students feel they belong.

Positive Home Communication

Administrator needs to systematize family engagement and communication and establish clear expectations for positive communication (calls/postcards) across all staff

Monitor and track outreach efforts to ensure consistency. Positive communication efforts (calls/postcards) were inconsistent and decreased at the administrative level.

Family engagement remains an area for growth, particularly as it directly impacts student connectedness and sense of success. Systems need to be more clearly defined, monitored, and implemented consistently across staff.

Visual and Performing Arts Participation

There was a notable increase in student participation in enrichment opportunities, particularly in music programs:

VAPA participation increased significantly from 72 students (2023–24 and 2024–25) to 107 students (2025–26), representing a 48% increase

Expansion of the VAPA program to TK–4th grade (1.25 times per week) contributed to increased access and exposure

This demonstrates that investment in arts programming and early exposure leads to increased student engagement, aligning strongly with the goal of providing a well-rounded, culturally relevant education. However, participation data is not yet disaggregated by student groups (e.g., English Learners, socioeconomically disadvantaged), limiting the ability to measure equitable access. See new metric for 26-27 school year.

Increase College and Career Awareness

Increase guest speakers (including parents) to share career pathways and real-world experiences

Highlight post-secondary pathways through:

“Walsh Welcome” where in addition to teacher shout outs we showcase where staff attended college

Friday College Spirit Days to build college-going culture and awareness (especially during spring trimester when 6th grade students are transitioning to the middle school).

Implement a “Future Middle School Day” to provide students with a clear understanding of academic expectations and student life beyond elementary school.

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

Overall, most strategies and budgeted expenditures aligned to Goal 1 were implemented as intended; however, there were several notable differences in consistency, scope, and impact.

One major difference was in the implementation of family engagement strategies, specifically positive communication (phone calls and postcards). While this was identified as a key strategy, implementation was inconsistent across staff, and there was no formal system to monitor or ensure accountability.

In contrast, Visual and Performing Arts (VAPA) funding and implementation exceeded expectations. The allocation of Arts and Music in Schools funding supported expanded access to TK–4 students and resulted in a significant increase in student participation (72 to 107 students). This indicates that budgeted expenditures in this area were effectively utilized and had a measurable positive impact on student engagement.

Additionally, Positive Behavioral Interventions and Supports implementation showed increased staff participation, but the strategy focused more on adult actions rather than measurable student outcomes. While no significant budget discrepancy existed, the intended impact on student connectedness and behavior was not fully measured or monitored, indicating a gap between implementation and evaluation.

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.

While the overall goal remains aligned to the LCAP and graduate profile, it will be strengthened to more explicitly include college and career awareness and student agency. The revised focus emphasizes:

Building a college mindset/culture at the elementary level

Increasing student ownership of learning and goal setting through iReady Data Chats

Strengthening connections between enrichment and academic outcomes

A key change will be the development of clear systems for monitoring implementation and impact, including:

Regular review of participation and survey data

Tracking of staff implementation (communication, Positive Behavioral Interventions and Supports, iReady data chats)

Use of data to monitor equity and access across all enrichment and intervention programs

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

To identify any opportunity gaps and implement future academic success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	According to the dashboard, the green ELA level (for all students) is 26.8 points above the standard. Math level yellow (all students): 6 points below standard) ELA: 2025: 20.6 above standard 2024: 26.8 above standard 2023: 22.7 above standard Math: 2025: 3 points below standard 2024: 6 points below standard 2023: 3 points above standard	Increase current level on ELA and math to blue.
Percentage and number of students who are chronically absent	According to the Dashboard: 2025: 13.9 percent chronically absent 2024: 16.5 percent chronically absent 2023: 22.3 percent chronically absent	Decrease the total percentage by 5%, specifically targeting students with disabilities and socioeconomically disadvantaged students with support.
Student sense of safety and school connectedness	25-26: 43/47 5th graders responded to this survey. 70% of Grade 5 students reported that there were caring adults	To increase each area by 5%.

	in school (averaging "Yes, most of the time" or "Yes, all of the time" across the related questions). 79% of Grade 5 students reported feeling connected to school (averaging "Yes, most of the time" or "Yes, all of the time" across the questions). 86% of Grade 5 students reported that adults in school have high expectations for them (averaging "Yes, most of the time" or "Yes, all of the time" across the questions). 53% of Grade 5 students reported having meaningful participation at school (averaging "Yes, most of the time" or "Yes, all of the time" across the questions). 24-25: 30/60 5th graders responded. 73 percent of 5th graders reported that they felt there was a caring adult on campus. 70 percent of 5th graders reported feeling connected to the school. 88 percent reported that teachers have high expectations. 33 percent reported that they are given opportunities to determine meaningful activities on campus. 23-24: CA Healthy Kids Survey data: 27/45 5th graders responded. 44 percent of 5th graders on-site feel there is a caring adult on campus. 65 percent of 5th graders feel connected to the school. 70 percent of 5th graders report teachers have high expectations. 23 percent report that they are given opportunities to determine meaningful activities or rules on campus.	
Suspension rate	According to the dashboard: 2025: 4.3 percent suspended at least one day 2024: 3.4 percent suspended at least one day 2023: 2.3 percent suspended at least one day	To maintain a rate of below 1%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	New Metric: 25-26: CHKS 85 respondents a) 57% of parents strongly agreed that the school encourages them to be an active partner in educating their child. b) 51 percent of parents feel our school promotes parent involvement c) 54% of parents strongly agreed that they feel welcome to participate at the school. 24-25 CHKS 44 respondents. 94 percent of parents who responded stated our school was a supportive and inviting place for students. 97 percent	Increase the number of parent responses to 150.

	of respondents stated our school has adults who care about students on campus. 25 percent of parents stated that harassment/bullying was a problem on our campus. 23-24 CA Healthy Kids Survey 87 respondents 90 percent of parents who responded stated our school was a supportive and inviting place for students. 89 percent stated students had adults who cared about them on campus. 25 percent of parents stated that fights/bullying/disrespect for adults were a problem on our campus.	
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	Reading: 25-26: 43 percent met growth target 24-25: 36 percent met growth target 23-24: 30 percent met growth target Math: 25-26: 27 percent met growth target 24-25: 23 percent met growth target 23-24: 25 percent met growth target	To increase math and ELA levels at the midyear point by 5% and work with teachers to express to students the importance of iReady.
PLC Implementation: Critical Issues for Team Consideration	New Metric: 2025-26: 8.11/10 2024-25: 8.7/10 2023-24: 8/10	Increase metric number 9 in all grade levels by 2 points. Metric 9 states: We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
All staff hold 3 Data Chats per year with students on iReady Scores and target growth.	2023-24 2 grade levels currently hold data chats. 2024-25 1st, 3rd, and 5th and 6th regularly review iReady data with their students. 2025-2026:	Increase the number of grade levels holding data chats to 6 grade levels.
Intervention Coordinator utilized across all grade levels.	2023-24 The intervention coordinator predominantly works with Grade 3. 2024-25 The intervention coordinator supported 1st-3rd this year as well as supporting our combo 5/6 with Science support. 2025-26: The intervention coordinator supported K-4th grade this year.	Utilize an intervention coordinator across all grade levels, with a target focus on students with 504s, to ensure all accommodations are in place.
Address Bullying Behaviors By Improving School Climate:	New Metric: CHKS 25-26: 46% of Grade 5 students on average reported being a victim of some form of violence or bullying at school.	Increase staff awareness of bullying policies and procedures by: Strengthening Reporting Systems: Add anonymous digital reporting tools. Ensure feedback loops exist (e.g., follow-up communication post-report). Boost Awareness:

		Post visible, student-friendly anti-bullying flowcharts. Include policy summaries in newsletters and student handbooks.
Review 360 Socio Emotional Screener	New Metric: 25-26: Spring 2026-86.3 percent of students emotional behavior levels are no concern	Use programs like Second Step, Responsive Classroom Focus topics: Recognizing and managing emotions Friendship and inclusion Handling mistakes and problem-solving Emotion Regulation Tools: Create a "Calm Corner" in the classroom with fidgets, emotion cards, or breathing visuals Teach students to recognize when they need a break and use self-regulation strategies

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy: School-wide language arts focus on supporting effective Tier 1 instructional strategies, increasing students' reading comprehension and Lexile, ensuring grade-level reading and comprehension by the end of third grade, and supporting students in the writing process through the use of an Intervention Coordinator.	All Students	16,000.00 Title I Part A: Basic Grants Low-Income and Neglected
2.2	Strategy: Instructional use of copy paper and copy machines enables teachers to provide individual copies of learning materials (graphic organizers, reading passages, math problem sets) to meet the diverse learning needs of all students, including those without access to technology or printers at home. title I- supplemental copies for intervention Arts and music- supplemental copies for art and music.	All Students	5209 Supplemental/Concentration 4348.76 Site Discretionary 1500 Arts and Music in Schools
2.3	Strategy: Create a collaborative, transparent, and equitable approach to classroom budgeting that directly impacts student achievement, empowers teachers, and engages the school community.	All students	3000 Supplemental/Concentration 3100.00 Site Discretionary
2.4	Strategy: Provide structured support for new classroom setups and invest in supplemental	All students	3981 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	curriculum resources that enrich core instruction and close learning gaps.		
2.5	Strategy: Ensure teachers have the time, structure, and support needed to participate meaningfully in IEP meetings without sacrificing instructional quality.	All students with disabilities	4700.00 Supplemental/Concentration
2.6	Strategy: Provide teachers with protected time, resources, and support to administer assessments, collaborate around student progress, and plan instruction aligned to student needs.	All students	4050.00 Supplemental/Concentration 1640.00 Site Discretionary
2.7	Strategy: To ensure that all teachers have ongoing access to high-quality professional development (PD) aligned with school goals, academic standards, and student needs to strengthen instructional practices, improve student outcomes, and foster professional growth.	All students	5000 Title I Part A: Basic Grants Low-Income and Neglected
2.8	Strategy: To ensure that critical office functions are completed accurately and efficiently, supporting smooth school operations, improved communication with families, and overall student success.	All Students	200.00 Site Discretionary
2.9	Strategy: Attendance and tardy slips are tools used to systematically document student arrival times and track patterns of absenteeism or tardiness. Their use supports educational outcomes by improving accountability, supporting interventions, and fostering student responsibility.	All Students	1200 Site Discretionary

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tier 1 Instructional Focus:

The expansion of the Intervention Coordinator across K–4 supported increased access to targeted literacy and writing support, strengthening Tier 1 instruction. Teachers were provided protected time for assessment administration, data analysis, and instructional planning, allowing for more intentional differentiation. Consistent access to instructional materials (copy paper, supplemental curriculum, and classroom resources) improved lesson delivery and supported diverse student needs.

Data-Driven Culture:

There has been continued expansion of data chats, with multiple grade levels (1st, 3rd, 5th, and 6th) regularly engaging students in reviewing iReady data and setting growth goals. This has contributed to increasing student awareness and ownership of learning, though implementation is not yet consistent across all grade levels.

School Climate & Behavior Systems:

Attendance monitoring systems, including the use of attendance and tardy slips, supported improved tracking and intervention for chronic absenteeism. While PBIS and SEL structures are in place, implementation has been inconsistent, as reflected in increased suspension rates and high reported incidents of bullying. Initial efforts to strengthen reporting systems and student awareness of bullying policies have begun.

Professional Development:

Teachers participated in professional development aligned to school goals, focusing on instructional strategies, assessment practices, and student support systems. Professional Learning Community structures remain strong overall, with continued focus needed on refining intervention strategies for students lacking prerequisite skills.

Systems & Operational Support:

Office systems and staff support contributed to improved communication with families and more efficient school operations. Efforts to support IEP participation ensured increased teacher involvement, though alignment between services and classroom instruction remains an area for growth.

Equity & Targeted Support:

Students with Disabilities:

Expansion of the Intervention Coordinator and increased support for IEP participation have improved access to services; however, there is still a need to strengthen alignment between accommodations, instruction, and intervention to accelerate student outcomes.

Chronic Absenteeism:

Chronic absenteeism has improved significantly from 22.3% (2023) to 13.9% (2025), indicating that attendance monitoring systems and family communication strategies are having a positive impact. Continued targeted support is needed for students with disabilities and socioeconomically disadvantaged students.

Suspension Rates:

Suspension rates have increased from 2.3% (2023) to 4.3% (2025), suggesting a need for stronger, more consistent implementation of Positive Behavior Systems, Socio Emotional Learning practices, and proactive behavior supports.

Student Connectedness & Socio Emotional Learning:

There have been notable improvements in students' perceptions of caring adults (up to 70%) and school connectedness (up to 79%). Additionally, 86% of students report that adults have high expectations. However, student voice and meaningful participation remain low (53%), and bullying rates are high (46%), indicating a need for more structured opportunities for student engagement and stronger schoolwide SEL implementation.

Parent Satisfaction:

Parent perception data shows moderate levels of feeling welcomed and encouraged to participate (ranging from 51%–57%). While overall school climate remains positive, increasing meaningful parent engagement and survey participation (goal of 150 responses) remains an area for growth.

Professional Learning Communities Implementation (PLC):

PLC implementation remains strong overall, with scores ranging from 8.0 to 8.7. The current level (8.25) indicates stable systems; however, growth is needed in Metric 9, which focuses on developing effective strategies to support students who lack prerequisite skills. This aligns with the need to strengthen intervention systems schoolwide.

Next Steps:

Strengthen math instruction through targeted professional development, coaching, and aligned intervention systems
Expand the use of the Intervention Coordinator to include all grade levels, with an increased focus on math and students with disabilities

Improve Multi Tiered Systems of Support and Professional Learning Community practices to better address academic gaps and ensure consistent implementation across grade levels

Enhance school climate by strengthening positive behavior supports, implementing consistent SEL practices, and addressing bullying through clear systems and student education using Second Step

Increase student voice and agency through structured leadership and participation opportunities in Youth Advisory and Student Council as well as increasing meaningful opportunities in the classroom.

Strengthen family engagement strategies to increase participation and partnership in student learning

Continue to monitor attendance and behavior data to provide targeted, proactive interventions

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

Expenditures were aligned to planned strategies, differences emerged in the level of implementation fidelity and impact. Specific areas that need another look are:
Inconsistent implementation of PLC and data-driven practices
Limited measurable impact of instructional materials on targeted achievement gaps
Systems and funding for school climate improvements and family engagement

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.

Next Steps:

Strengthen Tier 1 math instruction through targeted professional development and coaching
Increase alignment between PLC practices, data analysis, and instructional response, particularly addressing academic skill gaps
Require all grade levels to implement at least three formal data chats annually
Increase monitoring of PLC effectiveness, with a targeted focus on improving Metric 9
Provide structured opportunities for student leadership, feedback, and participation in school decision-making
Integrate student voice into classroom and schoolwide practices
Increased outreach will be implemented to meet the goal of 150 parent survey responses

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	24-25: 4 of 41 EL's reclassified=10% rate 23-24: 5 of 44 ELs reclassified = 11.3% rate 22-23: 3 of 31 ELs reclassified = 9.7% rate	Increase by 3 percent.
English Learner Progress Indicator (ELPI)	According to the dashboard:: 2025: 42.9 percent of students making progress 2024: 44 percent of students making progress 2023: 55.6 percent making progress	Maintain and work to increase by 3 percent.
Reclassification of LTEL Students	25-26 We reclassified 0 out of 2 LTELs 24-25 We reclassified 0 out of 0 LTELs 23-24: We reclassified 0 of 2 LTELs	Reclassify 100% of LTEL students who have an ELPAC level 4.
Percentage of English Learner students who reach growth targets on iReady in Reading and Math	Reading: 25-26: 43 percent met target growth 24-25: 36 percent met target growth 23-24: 41 percent met target growth Math:	5% increase in students who meet typical growth in Reading and Math for English Learners.

	25-26: 27 percent met target growth 24-25: 14 percent met target growth 23-24: 28 percent met target growth	
Improve the school's and parent's English Learner Roadmap Principle 2 rating on self-assessment.	25-26: The parents did self assessment rating on our site for 2025-26 on Principle 2 of the English Learner Roadmap (out of a score of 4.0) 4.0 Language development occurs in and through subject matter learning 3.0 Students are provided a rigorous, intellectually rich, standards-based curriculum 4.0 High expectations for English learners as for all students in each of the content areas. 4.0 English learners are provided access to the full curriculum 4.0 Students' home language is understood as a means to access subject matter content 4.0 Rigorous instructional materials support high levels of intellectual engagement. 4.0 English learners are provided choices of research-based language support/development programs 24-25: The parents did self assessment rating on our site for 2024-25 on Principle 1 of the English Learner Roadmap (out of a score of 4.0) 2.0 Languages and cultures are assets 4.0 No single EL profile 4.0 School climate is affirming, inclusive, and safe. 4.0 Strong family and school partnerships 4.0 Supporting English Learners with disabilities. 23-24: The parents did a self-assessment rating on our site for 2023-24 on Principle 1 of the English Learner Roadmap (out of a score of 4.0): 2.5 Languages and cultures are assets 3.0 No single EL profile 4.0 School climate is affirming, inclusive, and safe. 4.0 Strong family and school partnerships 4.0 Supporting English Learners with disabilities.	Increase Languages and cultures are assets by .5 point for parent survey and staff survey.

Reclassification rate for Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3.	New Metric: 24-25 1 out of the 11 reclassified students in our SDC classes.	Reclassify 100% of all Dually-Identified SPED/EL students who have an Alternative Summative ELPAC Level 3.
Reclassification rate Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions	New Metric: 24-25 0 out of 37 English Learners/SPED assigned Domain Exemptions.	Increase and sustain the reclassification rate of dually-identified SPED/EL students who achieve a Summative ELPAC Level 4, ensuring that domain exemptions do not serve as a barrier to reclassification, and that students receive appropriate supports and evaluation aligned to their individualized needs.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional development in Universal Design for learning or Guided Acquisition Language Design	All Staff	464.00 Supplemental/Concentration
3.2	Library Support for culturally diverse books.	All English Learner Students	500 Supplemental/Concentration
3.3	Parent Engagement Workshops to support at home learning/Food for Parent Workshops & Daycare	All EL parents	1300.00 Supplemental/Concentration 488 Title I Part A: Parent Involvement
3.4	Targeted EL Interventions Afterschool and targeted instruction in the classroom through monitoring in the Professional Learning Team process.	All English Learner Students	300.00 Supplemental/Concentration
3.5	Develop common language and strategies for working in Designated English Learner Development groups. Heggerty Phonemic Awareness Program: Phonemic Awareness with English Language Learners	All English Learners	500.00 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Zamora Elementary implemented a range of strategies during the 2025–26 school year to support the academic achievement and English language development of English Learners, including professional development (Strategy 3.1),

supplemental language programs (Strategy 3.2), parent engagement (Strategy 3.3), targeted interventions (Strategy 3.4), and development of Designated ELD practices (Strategy 3.5). While these strategies were implemented with fidelity in many areas, their overall effectiveness in accelerating outcomes for English Learners was inconsistent.

Professional development opportunities provided staff with exposure to instructional frameworks such as Universal Design for Learning; however, implementation across classrooms varied. As a result, integrated and designated ELD practices were not consistently evident schoolwide, limiting the overall impact on student language development.

Supplemental programs, including Imagine Learning, were accessible to English Learners, but data indicates that these supports alone did not lead to significant increases in English proficiency. This is reflected in the decline in the English Learner Progress Indicator (ELPI) from 55.6% to 42.9%, suggesting that students are not consistently making expected annual progress in language acquisition.

Targeted intervention efforts and PLC discussions (Strategy 3.4) provided some structure for addressing student needs; however, these systems lacked consistent data-driven cycles and differentiation. Interventions were often broadly applied to all English Learners rather than strategically targeted to specific groups such as Long-Term English Learners (LTELs), newcomers, or students nearing reclassification. This contributed to limited movement in reclassification rates, which remained relatively flat at approximately 10%.

The implementation of Designated ELD (Strategy 3.5) showed initial progress in developing common language and instructional approaches; however, the absence of clearly defined expectations and consistent structures across grade levels limited its effectiveness. This is reflected in persistently low reclassification rates for LTELs and inconsistent academic growth, particularly in mathematics.

Parent engagement efforts (Strategy 3.3) were a strength, with strong participation and positive feedback in several areas of the English Learner Roadmap self-assessment. However, survey results indicate that families perceive a need for greater emphasis on valuing students' languages and cultures as assets, highlighting an opportunity to strengthen culturally responsive practices.

Additionally, outcomes for dually-identified EL/SPED students indicate that current systems are not yet fully effective. Reclassification rates remain low, and domain exemptions need to be reviewed and discussed during Individual Education Plan meetings, and stronger alignment between ELD and special education supports.

Overall, while the strategies and activities implemented this year established a solid foundation, the data indicates that greater coherence, consistency, and targeted implementation are needed to significantly improve English Learner outcomes. Future efforts must focus on strengthening instructional practices, refining intervention systems, and using data more effectively to drive decision-making.

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

Zamora Elementary implemented a comprehensive set of strategies during the 2025–26 school year to support English Learners, including professional development, supplemental programs, parent engagement, targeted interventions, and the development of Designated English Language Development (ELD) practices. These strategies were largely implemented as planned, and in several areas, particularly parent engagement, demonstrated positive outcomes.

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.

As a result of the analysis of 2025–26 data, Zamora Elementary will maintain the overall focus of Goal 3—accelerating the academic achievement and English proficiency of English Learners—while making targeted refinements to the annual outcomes, metrics, and strategies to improve effectiveness and coherence.

Strategy 3.1 (Professional Development):

Will be refined to focus more explicitly on implementation of high-impact ELD practices, including academic language development, structured student discourse, and writing instruction. Additional coaching, modeling, and walkthroughs will be incorporated to ensure consistent application across classrooms.

Strategy 3.2 (Supplemental Programs):

Will be strengthened by integrating Imagine Learning and other tools into core instruction and progress monitoring systems, ensuring that supplemental programs are used strategically and aligned with student needs rather than as stand-alone supports.

Strategy 3.3 (Parent Engagement):

Will expand to include workshops focused on reclassification criteria, supporting academic language at home, and affirming home language and culture as assets, in response to parent survey data.

Strategy 3.4 (Targeted Interventions and PLCs):

Will be revised to establish a formal data-driven cycle within PLCs, including regular analysis of ELPAC, i-Ready, and writing data every 4–6 weeks. Interventions will be more clearly differentiated for specific student groups, including newcomers, LTELs, and students close to reclassification.

Strategy 3.5 (Designated ELD):

Will be strengthened by developing sitewide structures and expectations for Designated ELD, including protected instructional time, common lesson frameworks, and aligned curriculum across grade levels, with a strong emphasis on academic vocabulary and writing.

Summary

While the goal itself remains unchanged, Zamora Elementary will make intentional adjustments to metrics and strategies to ensure a more focused, consistent, and data-driven approach. These changes are designed to improve English language development, increase reclassification rates, and accelerate academic achievement for all English Learners. All revisions are documented within Goal 3: Annual Measurable Outcomes and Strategies/Activities (3.1–3.5) of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student led clubs offered.	New Metric: 25-26 Youth Advisory and Student Council (2)	Increase the number of student-led clubs from 2 to 5 to expand opportunities for student leadership, collaboration, and school connectedness.
Number of Student Led Initiatives.	New Metric: 25-26 5 initiatives (Outdoor Recess Cart (4th-6th), 3 Candy Gram Sales (Student Council 4th-6th), Organization of 6th Grade Field Day), creation of Spirit Posters for all events.	Increase the number of student-led initiatives from 6 to 12 to expand student leadership opportunities and engagement across grade levels.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2025-26: Fall Safety Survey 195 2nd through 6th grade students, CA Healthy Kids Survey 43 5th Graders participated. Youth Advisory 23 kids participated or provided input to our School Site Plan. 2024-25: Safety Survey in the Fall and Spring of the school year, CA Healthy Kids Survey, monthly feedback from Youth Advisory with the same questions (what is going well on campus, what is an area that needs more support) 2023-2024: Student surveys used in the 23-24 school year include the Fall	Increase the number of responses to 90%.

	Student Survey 2nd-6th grade (129/383 students completed the survey, and the CA Healthy Kids Survey (5th graders)—informal feedback from the Bi-monthly Youth Advisory Council.	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	2025-26: 23 students participated in Youth Advisory this year. 2024-25: 18 students participated in Youth Advisory this year. 2023-24: 11 students participated in Youth Advisory for the 2023- 2024 school year. 21 students participated in the Student Council.	Increase the percentage of students participating in a focus group to provide input on the SPSA to 20% of all 4th-6th graders.
Student feedback through Youth Advisory input indicates a need to improve school facilities. Monitor progress through annual student perception surveys, facility walkthroughs, and number of completed facility improvement projects.	New Metric: 2025-26: PE/Recess equipment is updated on a trimester basis now and is funded through PTA and 500 dollars granted by the district. Bathroom check out lists are used on all 3rd-6th grade classrooms. 2024-25: PE/recess equipment will be added through PTA funding, bathroom checkout lists will be used to ensure safety, and holes in the field will be addressed by maintenance and operations. 2023-24: PE equipment, bathrooms, fields, and playground areas need improvement.	Create schedule and devote money from site budget each year to improve site facilities that are used by students.
Review 360 Data on Student Resilience	New Metric: 2025-26: Spring 2026-86.3 percent of students emotional behavior levels are no concern	Continue the Second Step curriculum and Professional Development. Divide students flagged at Some/High Risk into SEL groups (20–30 min weekly). Topics: Conflict resolution Coping with stress Social skills building

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy: provide engaging, inclusive, and developmentally appropriate enrichment activities that support the academic, social, emotional, and physical development of elementary students beyond the regular school day.	All students	4480.00 Title I Part A: Basic Grants Low-Income and Neglected
4.2	To enhance student learning and engagement by providing educational field trips that connect classroom instruction to real-world experiences, foster curiosity, and support academic and social-emotional development. Arts and music- only arts and music field trips.	All students	3595.00 Supplemental/Concentration 2000.00 Arts and Music in Schools

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Student Voice and Leadership Opportunities

The school has made progress in increasing opportunities for student input through structures such as the Youth Advisory Council, student surveys (Fall/Spring Safety Surveys, CA Healthy Kids Survey), and informal feedback opportunities. Participation in Youth Advisory increased from 11 students (2023–24) to 23 students (2025–26), demonstrating growth in leadership engagement.

However, overall student participation in surveys remains limited (195 out of 418 students in 2025–26), indicating that a significant portion of the student body is not yet engaged in providing input. Additionally, current leadership opportunities (student-led clubs and initiatives) are limited in number, suggesting that student voice is not yet broadly distributed across grade levels or student groups.

Student Connectedness and School Climate

Student feedback and observational data indicate ongoing challenges with school connectedness and peer interactions, particularly during unstructured times such as recess and lunch.

Concerns include:

Peer conflict, including rumor spreading and negative social interactions (notably among upper-grade students)
Use of inappropriate language and lack of respectful communication
Students “egging on” negative behaviors rather than de-escalating conflicts

These trends suggest that while structures for student input exist, they have not yet fully translated into a consistently positive and inclusive student culture. There is a need to more intentionally connect student leadership opportunities with school climate improvement efforts.

Recess and Engagement Structures

Student feedback through Youth Advisory highlighted a strong need for improved recess experiences and facilities. Identified concerns included:

Limited access to engaging and organized activities (e.g., overcrowding at games like 9-square and pickleball)
Conflicts over equipment and space
Safety concerns (e.g., misuse of equipment, lack of structured supervision)
Insufficient or poorly maintained equipment (deflated balls, limited supplies, lost or misused materials)

In response, the school began implementing improvements such as adding equipment, adjusting supervision, and exploring structured activity options. While these actions are positive, inconsistent implementation and limited systems (e.g., equipment management, structured play rotations) have reduced overall effectiveness.

Facilities and Environment

Student input consistently identified concerns with school facilities, particularly bathrooms and outdoor spaces.

Issues included:

Cleanliness and maintenance (graffiti, broken fixtures, hygiene concerns)
Misuse of facilities by students
Lack of consistent supervision in key areas

These conditions negatively impact students' sense of safety, pride, and belonging on campus. While steps have been identified (maintenance requests, bathroom monitoring systems), implementation has been inconsistent and requires a more systematic approach.

Supervision and Adult Support

The effectiveness of student engagement and leadership opportunities has also been impacted by inconsistencies in adult supervision and support.

Student feedback and observations indicate:

Variability in expectations and responses among noon duty staff

Limited proactive facilitation of positive student interactions

Missed opportunities to reinforce leadership, conflict resolution, and inclusive play

This suggests a need for clearer systems, training, and alignment among staff to support student leadership and engagement goals.

Overall Implementation Summary

The school has established a strong foundation for student voice through surveys, Youth Advisory, and initial leadership opportunities. Additionally, investments in enrichment activities and field trips support student engagement beyond the classroom.

However, implementation has been inconsistent and not yet systemic, resulting in:

Limited access to leadership opportunities for all students

Ongoing challenges with student behavior and peer interactions

Underdeveloped structures for student-led initiatives and clubs

Facility and supervision issues that impact student experience

Key Areas for Improvement

Expand and formalize student leadership opportunities (clubs, initiatives, advisory roles) across grade levels

Increase student participation in surveys and decision-making processes to meet representation goals

Improve recess structures through organized activities, clear systems, and adequate equipment

Address facility concerns (especially bathrooms and playground areas) to improve school climate and student pride

Strengthen supervision through staff training, clear expectations, and consistent implementation

Integrate student leadership into school climate efforts (peer leaders, conflict resolution support, mentoring roles)

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

Key student-identified needs: such as structured recess systems, improved equipment access, and expanded leadership roles during unstructured time have not yet been fully integrated into schoolwide systems.

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.

As a result of this analysis, Goal 4 is shifting from primarily providing enrichment opportunities to building a more systemic, student-responsive engagement model that:

Expands leadership opportunities for all students

Connects student voice directly to schoolwide decision-making

Improves recess, facilities, and supervision systems based on student input

Ensures student feedback results in visible, meaningful action

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$25,968
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,198.76
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$25,480.00
Title I Part A: Parent Involvement	\$488.00

Subtotal of additional federal funds included for this school: \$25,968.00

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 (\$)
Arts and Music in Schools	\$57,343.00
Site Discretionary	\$14,469.76
Supplemental/Concentration	\$24,418.00

Subtotal of state or local funds included for this school: \$96,230.76

Total of federal, state, and/or local funds for this school: \$122,198.76

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	57,343.00
Site Discretionary	14,469.76
Supplemental/Concentration	24,418.00
Title I Part A: Basic Grants Low-Income and Neglected	25,480.00
Title I Part A: Parent Involvement	488.00

Expenditures by Budget Reference

Budget Reference	Amount
	69,881.76

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	57,343.00
	Site Discretionary	14,469.76
	Supplemental/Concentration	24,418.00
	Title I Part A: Basic Grants Low-Income and Neglected	25,480.00
	Title I Part A: Parent Involvement	488.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,643.00
Goal 2	53,928.76
Goal 3	3,552.00
Goal 4	10,075.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amanda Walsh	Principal
Randi Nannini	Classroom Teacher
Hilda Herrera	Classroom Teacher
Lea Mentink	Classroom Teacher
Veronica Tafoya	Other School Staff
Barbara Platt	Parent or Community Member
Mary White	Parent or Community Member
Brittney Wright	Parent or Community Member
Marcela Bautista	Parent or Community Member
Brian Balukoff	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: Youth Advisory Participant-6th Grade

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

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

This SPSA was adopted by the SSC at a public meeting on 4/13/26.

Attested:



Principal, Amanda Walsh on 4/13/26



SSC Chairperson, Mary White on 4/13/26