



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	4/30/25	5/22/25

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	6
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	16
Student Population.....	20
Overall Performance	22
Academic Performance.....	24
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	38
Goal 3.....	45
Goal 4.....	49
Budget Summary	53
Budget Summary	53
Other Federal, State, and Local Funds	53
Budgeted Funds and Expenditures in this Plan	54
Funds Budgeted to the School by Funding Source.....	54
Expenditures by Funding Source	54
Expenditures by Budget Reference	54
Expenditures by Budget Reference and Funding Source	54
Expenditures by Goal.....	54
School Site Council Membership	55
Recommendations and Assurances	56
Instructions.....	57
Appendix A: Plan Requirements	64
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	67

Appendix C: Select State and Federal Programs70

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 2024 and comprised a diverse group of 4th-6th grade students. Bi-monthly discussions with students resulted in the formation of group norms created with the students: We listen to all, participate, and have fun supporting our school and each other. The youth advisory group for the 2024-2025 school year was made up of students from last year's advisory group and additional students from each grade level and teacher in 4th- 6th grade. The size of the group varied over the year, but we had between 13-18 students present at each meeting. This year, students actively participated in creating group norms, outlining our mission, and creating systems of support for our site to improve routines and procedures. I am most proud of our Student Ambassadors who greet students on campus daily and welcome them to Zamora! This has helped create a calmer parking lot and a more inclusive school environment.

The administrator also shared the CA Dashboard with the Youth Advisory Group. The fall 2024 student and spring 2025 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 2025. 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 is particularly important in the upcoming year. As a new administrator, ensuring that student voice and choice are captured and used in any 2025-2026 SPSA revisions has been a priority. Additionally, the administrator used information from the Bullying Survey (2023) to determine site needs and opportunities for growth in student safety. Disordered conduct, such as fighting, is an areas that parents, students, and staff report need continued support. Our campus will focus on restorative practices in the 2025-2026 school year, by attending more professional development with our county partners. Restorative practices are in place, but we need to continue to grow our problem-solving skills with students and between students.

ELAC and staff reviewed the SPSA and provided additional feedback. The school site council reviewed the plan, considered recommendations and feedback from all groups, and finalized/approved the SPSA on April 30, 2025.

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.

Suspension Rates fell in the "orange" performance category. In the California School Dashboard (which uses colored performance levels from Blue [best] to Red [worst]), Orange is the second-lowest level (Level 2 of 5). It signifies: Low performance, meaning the suspension rate is relatively high compared to state standards. Zamora's exact suspension rates were as follows: All Students.

Suspension Rate: 3.4% Change from Previous Year: Increased by 1.2% Performance Level: Orange Total Students: 407 English Learners Suspension Rate: 4.7% Change: Increased 4.7% (meaning no suspensions the prior year) Number of Students: 43 This increase in suspensions for English Learners, could indicate challenges in communication, support, or cultural sensitivity. Socioeconomically Disadvantaged Students Suspension Rate: 4.9% Change: Increased 1.7% Number of Students: 225 This group is particularly vulnerable and now has the highest suspension rate, suggesting support and/or engagement disparities. Students with Disabilities Suspension Rate: 4.9% Change: Increased 0.8% Number of Students: 123 Even a small increase here is significant. It raises concerns about whether student needs are being adequately met or if behaviors related to disabilities are being inappropriately disciplined.

To be in the orange category means that both the suspension rate and its increase are elevated. The Orange category is a clear signal that intervention is needed. All key student groups analyzed (English learners, students with disabilities, and socio-economically disadvantaged students are experiencing higher-than-average and rising suspension rates. These patterns may reflect issues like: lack of proactive behavior supports or restorative practices, bias in disciplinary decisions, inadequate support for students with learning, language, or socio-economic challenges. Site will consider the following interventions: implementation of alternative disciplinary approaches, such as restorative justice or PBIS (Positive Behavioral Interventions and Supports), provide staff training on trauma-informed practices, cultural responsiveness, and special education law, and engage families and communities to support struggling students earlier.

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.

Support for chronic absenteeism continues to be a need on our site. All students' performance level is Yellow, which is moderate (Level 3 of 5 on California's color-coded dashboard). This means:

The chronic absenteeism rate is concerning but not critical. There has been a positive trend, with a decline of 5.9% in chronic absences. Still, 16.5% of students were chronically absent—roughly 1 in 6 students missing 10% or more school days. Students with Disabilities fall in the Performance Level: Orange. They have a Chronic Absenteeism Rate of 25.6%, which is a decline of 6.3% (which is positive progress)—number of Students: 121. Over 1 in 4 students with disabilities are chronically absent. Despite improvement, this group remains in the Orange zone, signaling a high rate and need for support.

Factors may include health challenges, inadequate accommodations, or disengagement due to unmet academic or emotional needs. Interventions to support chronic absenteeism include: ensuring IEPs (Individualized Education Programs) include attendance-related supports where needed, collaboration with families and service providers to reduce barriers like medical appointments or lack of accessibility, work to increase engagement, improve school climate by strengthening student-teacher relationships and providing meaningful, culturally relevant curriculum. Use early warning systems to flag students trending toward chronic absence before they reach the threshold.

A climate and culture that increases student engagement need to be addressed, as does the implementation of inclusivity practices site-wide. Universal Design for Learning instructional practices will be an area of focus in the 2025-2026 school year.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.79%	0%	%	3	0	
African American	1.31%	1.3%	1.03%	5	5	4
Asian	2.62%	2.34%	1.79%	10	9	7
Filipino	0.26%	0.52%	0.51%	1	2	2
Hispanic/Latino	52.88%	53.39%	52.05%	202	205	203
Pacific Islander	%	0.52%	0.51%	0	2	2
White	36.39%	35.68%	37.44%	139	137	146
Two or More Races	4.45%	4.43%	4.36%	17	17	17
Not Reported	1.31%	1.82%	2.31%	5	7	9
Total Enrollment				382	384	390

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	54	61	63
Grade 1	52	60	62
Grade 2	49	55	62
Grade3	54	49	51
Grade 4	46	53	50
Grade 5	60	46	52
Grade 6	67	60	44
Total Enrollment	382	384	390

Conclusions based on this data:

- Enrollment increased across the following grade levels from 2021 to 2024: kindergarten, first, second, and fourth. The 2024-2025 school year also saw a bump in enrollment of 24 students due to the addition of Transitional Kindergarten on our campus.
- Enrollment decreased across the following grade levels: 3rd, 5th, and 6th. Total enrollment increased by 8 students from 2021-2024

3. Our two highest student groups are Hispanic/Latino and White. Our Hispanic population has remained stable over the past three years, and our white population has remained stable over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	28	33	38	7.3%	8.6%	9.7%
Fluent English Proficient (FEP)	37	23	22	9.7%	6.0%	5.6%

Conclusions based on this data:

1. Our EL (English Learner) numbers are maintained at a low level, with a slight increase of over 2 percent. This is partly due to the number of students we were able to reclassify in the last three years.
2. Initially Fluent English Proficient students have declined 4 percent over the last three years.
3. Focus in the upcoming year should be to increase the number of RFEP students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	46	45	44	45	45	44	45	45	91.7	97.8	100
Grade 4	43	46	49	41	44	48	41	44	48	95.3	95.7	98
Grade 5	49	42	46	48	40	42	48	40	42	98.0	95.2	91.3
Grade 6	61	50	40	61	49	39	61	49	39	100.0	98.0	97.5
All Grades	201	184	180	194	178	174	194	178	174	96.5	96.7	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2476.	2456.	2477.	45.45	40.00	44.44	27.27	15.56	24.44	13.64	33.33	22.22	13.64	11.11	8.89
Grade 4	2499.	2534.	2492.	51.22	56.82	39.58	9.76	29.55	22.92	19.51	4.55	18.75	19.51	9.09	18.75
Grade 5	2549.	2528.	2538.	50.00	27.50	30.95	22.92	27.50	38.10	10.42	27.50	19.05	16.67	17.50	11.90
Grade 6	2540.	2519.	2536.	19.67	18.37	23.08	39.34	28.57	33.33	21.31	24.49	23.08	19.67	28.57	20.51
All Grades	N/A	N/A	N/A	39.69	35.39	35.06	26.29	25.28	29.31	16.49	22.47	20.69	17.53	16.85	14.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.36	22.22	33.33	52.27	68.89	62.22	11.36	8.89	4.44
Grade 4	26.83	29.55	25.00	60.98	65.91	60.42	12.20	4.55	14.58
Grade 5	37.50	15.00	28.57	54.17	72.50	57.14	8.33	12.50	14.29
Grade 6	21.31	24.49	23.08	54.10	51.02	53.85	24.59	24.49	23.08
All Grades	29.90	23.03	27.59	55.15	64.04	58.62	14.95	12.92	13.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.91	24.44	33.33	54.55	60.00	57.78	4.55	15.56	8.89
Grade 4	36.59	43.18	27.08	39.02	52.27	58.33	24.39	4.55	14.58
Grade 5	39.58	15.00	26.19	47.92	72.50	59.52	12.50	12.50	14.29
Grade 6	26.23	14.29	20.51	50.82	51.02	53.85	22.95	34.69	25.64
All Grades	35.05	24.16	27.01	48.45	58.43	57.47	16.49	17.42	15.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	8.89	26.67	68.18	80.00	68.89	6.82	11.11	4.44
Grade 4	12.20	20.45	8.33	75.61	70.45	85.42	12.20	9.09	6.25
Grade 5	25.53	15.00	16.67	68.09	77.50	76.19	6.38	7.50	7.14
Grade 6	11.48	8.16	15.38	73.77	77.55	66.67	14.75	14.29	17.95
All Grades	18.13	12.92	16.67	71.50	76.40	74.71	10.36	10.67	8.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	24.44	33.33	68.18	64.44	60.00	6.82	11.11	6.67
Grade 4	24.39	29.55	12.50	63.41	68.18	75.00	12.20	2.27	12.50
Grade 5	22.92	27.50	30.95	66.67	57.50	61.90	10.42	15.00	7.14
Grade 6	21.31	22.45	15.38	63.93	53.06	69.23	14.75	24.49	15.38
All Grades	23.20	25.84	22.99	65.46	60.67	66.67	11.34	13.48	10.34

Conclusions based on this data:

1. The data from 21-24 shows 3rd grade has made significant strides in closing the achievement gap in overall ELA achievement. In 2021- 13.6 percent of students did not meet the ELA standard and in 2024 that number dropped to 8.89 percent. Overall across all grades 3-6th the percent of students near the standard or below the standard

stayed stable at about 34 percent. The data shows significant fluctuations in students below standard based on grade.

2. The data from 23-24 shows that 85 percent of students in grades 3rd-6th are at or above grade level in writing.
3. The data from 2021-2024 shows that 4th grade decreased the number of students below standard in listening and demonstrating effective communication skills by 6 percentage points.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	46	45	44	44	45	44	44	45	91.7	95.7	100
Grade 4	43	46	49	41	43	48	41	43	48	95.3	93.5	98
Grade 5	49	42	46	47	40	42	47	40	42	95.9	95.2	91.3
Grade 6	61	50	40	60	49	39	60	49	39	98.4	98.0	97.5
All Grades	201	184	180	192	176	174	192	176	174	95.5	95.7	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2467.	2454.	2472.	43.18	25.00	35.56	29.55	36.36	28.89	13.64	22.73	20.00	13.64	15.91	15.56
Grade 4	2493.	2516.	2490.	31.71	34.88	22.92	19.51	34.88	29.17	34.15	16.28	35.42	14.63	13.95	12.50
Grade 5	2533.	2525.	2497.	34.04	32.50	16.67	21.28	22.50	23.81	25.53	22.50	28.57	19.15	22.50	30.95
Grade 6	2526.	2521.	2512.	25.00	20.41	15.38	25.00	18.37	25.64	18.33	22.45	23.08	31.67	38.78	35.90
Grade 11															
All Grades	N/A	N/A	N/A	32.81	27.84	22.99	23.96	27.84	27.01	22.40	21.02	27.01	20.83	23.30	22.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.73	36.36	48.89	38.64	47.73	33.33	13.64	15.91	17.78
Grade 4	46.34	48.84	31.25	36.59	39.53	52.08	17.07	11.63	16.67
Grade 5	38.30	35.00	23.81	40.43	42.50	52.38	21.28	22.50	23.81
Grade 6	23.33	24.49	12.82	43.33	36.73	51.28	33.33	38.78	35.90
Grade 11									
All Grades	37.50	35.80	29.89	40.10	41.48	47.13	22.40	22.73	22.99

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.64	31.82	35.56	52.27	45.45	55.56	9.09	22.73	8.89
Grade 4	26.83	23.26	16.67	46.34	60.47	66.67	26.83	16.28	16.67
Grade 5	23.40	22.50	14.29	55.32	55.00	52.38	21.28	22.50	33.33
Grade 6	23.33	12.24	20.51	50.00	53.06	46.15	26.67	34.69	33.33
All Grades	27.60	22.16	21.84	51.04	53.41	55.75	21.35	24.43	22.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.36	27.27	37.78	47.73	65.91	51.11	15.91	6.82	11.11
Grade 4	21.95	32.56	18.75	63.41	48.84	68.75	14.63	18.60	12.50
Grade 5	21.28	27.50	14.29	65.96	52.50	50.00	12.77	20.00	35.71
Grade 6	18.33	14.29	10.26	63.33	57.14	64.10	18.33	28.57	25.64
All Grades	23.96	25.00	20.69	60.42	56.25	58.62	15.63	18.75	20.69

Conclusions based on this data:

1. About 35 percent of our 6th-grade students are below the standard in overall math achievement compared to 15 percent of our 3rd grade students.
2. 5th and 6th grade students have a significant increase in the number of students below grade level in all areas of math, with the largest gap in applying mathematical concepts and procedures.
3. The percentage of students meeting or exceeding the overall math standard has stayed relatively steady for the past two years at 54.8 percent.

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://elpac.org) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1363.0	*	*	1373.6	*	*	1338.3	4	10	11
1	*	*	*	*	*	*	*	*	*	*	*	10
2	*	*	*	*	*	*	*	*	*	6	*	*
3	*	*	*	*	*	*	*	*	*	*	5	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	27	32

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	18.52	9.38	50.00	40.74	40.63	35.00	25.93	28.13	5.00	14.81	21.88	20	27	32

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	33.33	21.88	50.00	37.04	34.38	25.00	14.81	28.13	5.00	14.81	15.63	20	27	32

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.00	3.70	0.00	30.00	25.93	21.88	40.00	51.85	50.00	15.00	18.52	28.13	20	27	32

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	37.04	25.00	60.00	51.85	56.25	5.00	11.11	18.75	20	27	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	37.04	21.88	65.00	48.15	62.50	5.00	14.81	15.63	20	27	32

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	3.70	9.38	80.00	70.37	56.25	10.00	25.93	34.38	20	27	32

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	14.81	6.25	55.00	66.67	71.88	20.00	18.52	21.88	20	27	32

Conclusions based on this data:

1. Based on the 23-24 ELPAC data writing is the weakest area, with no students earning a 4.

2. Oral Language skills also show regression—growth seen in 22-23 was not maintained.
3. An increasing percentage of students are falling into Level 1 (lowest performance level) across multiple areas—especially from 22-23 to 23-24.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
390	54.1%	9.7%	0.8%
Total Number of Students enrolled in Zamora Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	9.7%
Foster Youth	3	0.8%
Homeless	7	1.8%
Socioeconomically Disadvantaged	211	54.1%
Students with Disabilities	106	27.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1%
American Indian	0	0.0%
Asian	7	1.8%
Filipino	2	0.5%
Hispanic	203	52.1%
Two or More Races	17	4.4%
Pacific Islander	2	0.5%
White	146	37.4%

Conclusions based on this data:

1. Zamora has a consistent demographic population, and we typically do not experience large student movements in and out of our school from year to year. In 2024, our population was 390 students. In the fall of 2024 we added a TK classroom with 24 students.
2. Our English Learner population has increased from 7% to 9.7% over the past three years. Hispanic and white students are the two largest subgroups in race and ethnicity.
3. Our Students with Disabilities population remains a large percentage of our population at approximately 27.2%. We also have 54.1 percent of our population that are socio-economically disadvantaged.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We are proud of our progress and achievement levels in English Language Arts, which is reflected in our scores in this area. Slight declines in math show that we need to Increase support, analyze root causes, and adjust instruction and math intervention.

2. Chronic absenteeism is an area of concern. A Yellow rating indicates elevated rates of students missing school but is an improvement for us as last year we were in the Orange.
3. The Orange rating for suspension signals that improving school climate and reducing exclusionary discipline should be a priority area. Proactive behavior supports, policy review, and restorative approaches are necessary to create a safer, more inclusive environment for all students.

School and Student Performance Data

Academic Performance English Language Arts

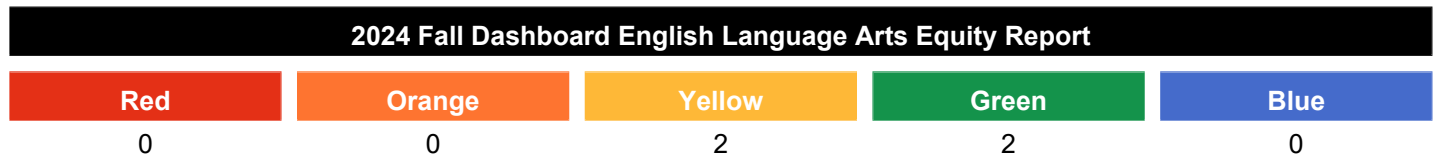
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 26.8 points above standard Increased 4.1 points 180 Students	English Learners  No Performance Color 15.7 points below standard Maintained 2.0 points 14 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 1.7 points above standard Maintained 0.0 points 95 Students

Students with Disabilities  Yellow 40.0 points below standard Increased 6.3 points 52 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Green 11.9 points above standard Increased 8.0 points 88 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  Green 41.2 points above standard Declined 10.2 points 75 Students

Conclusions based on this data:

1. All Students performed well overall, scoring 26.8 points above standard with a Green rating and gaining 4.1 points from the previous year. Hispanic students (88 students) also scored in the Green range, performing 11.9 points above standard with an 8-point increase.
2. Students with Disabilities (52 students) scored 40 points below standard but showed improvement with a 6.3-point increase, earning a Yellow rating. Socioeconomically Disadvantaged students (95 students) are just above standard (1.7 points) but are also rated Yellow, signaling the need for continued support. English Learners (14 students) remain 15.7 points below standard, with performance maintaining (-2 points), highlighting ongoing challenges for this group.
3. Multiple groups like African American, Asian, Filipino, Foster Youth, Homeless, and Two or More Races had fewer than 11 students, resulting in no performance color or detailed data due to privacy rules. While data is limited, these groups often face equity challenges and should remain a focus for monitoring and targeted support as enrollment changes.

School and Student Performance Data

Academic Performance Mathematics

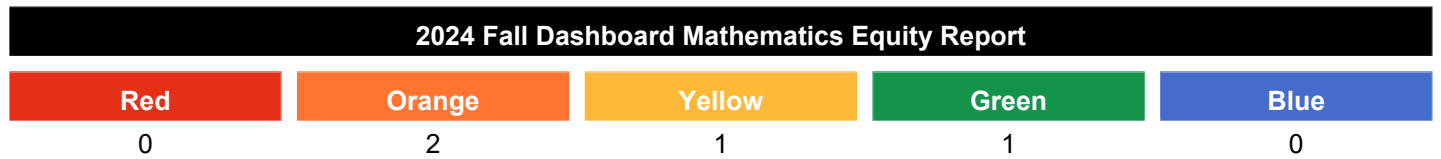
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 6.0 points below standard Declined 6.4 points 180 Students	English Learners  No Performance Color 55.9 points below standard Declined 24.1 points 14 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 40.4 points below standard Declined 10.2 points 95 Students

Students with Disabilities  Yellow 70.8 points below standard Increased 7.3 points 52 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 26.4 points below standard Declined 4.0 points 89 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  Green 9.7 points above standard Declined 24.0 points 74 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are in the Orange performance band, scoring 40.4 points below standard with a decline of 10.2 points. Hispanic students are also in the Orange band, scoring 26.4 points below standard with a decline of 4 points.
2. Students with disabilities are in the Yellow band, scoring 70.8 points below standard. However, they improved by 7.3 points from the previous year.
3. White students are in the Green band, scoring 9.7 points above standard. However, they declined by 24 points, the largest drop among reported groups.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 44% making progress. Number Students: 25 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.

2024 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
12%	32%	0%	36%

Conclusions based on this data:

- Only 44% of English Learners (ELs) are making progress toward English proficiency.
- 32% of ELs maintained lower ELPI levels (Levels 1, 2L, 2H, 3L, 3H), showing minimal language acquisition progress.
- Zero percent have scored in the Level 4, which represents the highest level of English proficiency for EL students. However, if students reach level 4, they are reclassified at that point.

School and Student Performance Data

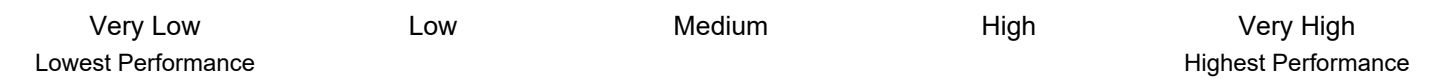
Academic Performance College/Career Report

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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.

2024 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:

- not applicable

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

16.5% Chronically Absent

Declined 5.9

401 Students

English Learners



Yellow

18.6% Chronically Absent

Declined 11.1

43 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Homeless



No Performance Color

36.4% Chronically Absent

Declined 27.3

11 Students

Socioeconomically Disadvantaged



Yellow

25.2% Chronically Absent

Declined 7.3

222 Students

Students with Disabilities  Orange 25.6% Chronically Absent Declined 6.3 121 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 22.9% Chronically Absent Declined 8 210 Students
Two or More Races  No Performance Color 10.7% Chronically Absent Increased 3 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 7.4% Chronically Absent Declined 5.1 148 Students

Conclusions based on this data:

1. 25.6% of Students with Disabilities are chronically absent — the highest reportable rate, earning an Orange performance level. Although their absenteeism declined by 6.3 points, the rate remains significantly high.
2. Socioeconomically Disadvantaged students have a 25.2% rate (Yellow) and declined by 7.3 points.
3. White students are in the Green performance band with 7.4% chronically absent — well below the overall average of 16.5%. Their absenteeism rate also declined by 5.1 points.

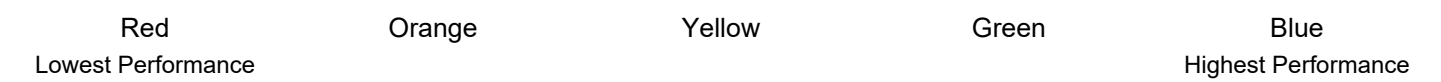
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 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:

- not applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

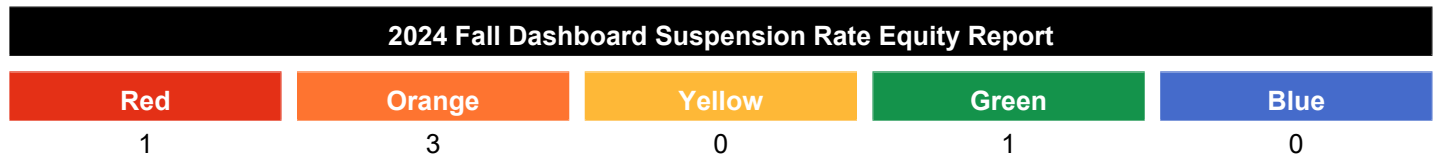
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.4% suspended at least one day Increased 1.2% 407 Students	English Learners  Orange 4.7% suspended at least one day Increased 4.7% 43 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color 8.3% suspended at least one day Declined 0.8% 12 Students	Socioeconomically Disadvantaged  Orange 4.9% suspended at least one day Increased 1.7% 225 Students

Students with Disabilities  Orange 4.9% suspended at least one day Increased 0.8% 123 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Red 4.2% suspended at least one day Increased 3.3% 212 Students
Two or More Races  No Performance Color 7.1% suspended at least one day Declined 0.5% 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 2% suspended at least one day Declined 1.6% 152 Students

Conclusions based on this data:

1. Hispanic students face the most significant challenge in this area, as indicated by the red performance color, highlighting a disproportionate rate of suspensions and a notable increase from the previous year.
2. Socioeconomically Disadvantaged: 4.9% suspended, orange indicator, increased by 1.7% (225 students). Students with Disabilities: 4.9% suspended, orange indicator, increased by 0.8% (123 students).
3. White students demonstrate the lowest suspension rate and are the only major group with a green performance indicator and a decline in suspensions.

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	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.	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 Administrator contacted 30 parents in the first half of the school year. Teachers sent monthly positive postcards home.	All staff members make at least 10 positive phone calls or send 10 positive postcards home per year.
Number of students who participate in VAPA (Visual and Performing Arts)	2022-23: 76 students 2023-24: 72 students	We will continue to work with grades 4/5/6 to increase VAPA participation

	2024-25: 72 students	and hold parent nights with music teachers to discuss the importance of early music participation.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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	1000 Supplemental/Concentration
1.2	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-3rd grade	58,197.00 Arts and Music in Schools

Annual Review

SPSA Year Reviewed: 2024-25

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

Implementation continues to be a process, but we have some strong programs. Programs like Cross Country and Choir are established and well-attended. Participation increased from 100+ to 136 students, exceeding the 10% growth target. Positive student engagement in enrichment contributes to social-emotional development and broader skill acquisition aligned with graduate profile competencies. Parents stated in our spring survey that "The opportunities for extracurricular activities were one area that Zamora was doing well."

Positive Behavioral Intervention Supports, like Zoonie Buck Staff Participation, effectively promote a positive school culture. This year, we increased from 15 to 20 staff participants, meeting the 5% growth goal. Our site must continue reinforcing a positive school climate foundational for academic rigor and emotional safety, which are key components of a culturally responsive environment. Zaretta Hammond (author of the Culturally Responsive Teaching and the Brain) states, "It is important to build trusting relationships with students who feel marginalized or misunderstood. Neuroscience is clear on the connection between emotions, trust, and learning. Stress hormones from mistrust block cognition. Students respond to a teacher's focus on care by permitting her to be tough and pushing them toward higher achievement."

Additionally, Positive Behavioral Interventions and Supports Assemblies recognizing students for positive character traits were restarted last year, and parents have provided written and verbal feedback that this is impacting their students' feelings toward school engagement. One parent wrote, "The monthly awards focused on a character trait are neat for celebrating students in areas beyond academics. Our child has even said how excited she was for her friends to get different awards, so it seems like it encourages all students."

Positive Home Communication

The baseline was unclear in 2023–24, but promising steps are in place. The administrator made 30 positive phone calls home in 2024-25, and teachers began sending monthly postcards to acknowledge positive behavior. These small steps help build strong school-home partnerships, increase motivation, and enhance student belonging, core aspects of an emotionally supportive learning environment.

The Next Step is to systematize and track all staff participation to ensure consistent implementation. Parents have expressed gratitude for improved site communication from the administrator and teachers. "As a new parent/student

communication from her teacher & front office staff has been essential in helping my daughter transition." Monday homework folders for all Kinder-6th students and weekly parent square emails from the site have improved parent and student engagement. Parents stated in the survey: "I appreciate the level of weekly communication. Zamora has positive and helpful teachers and staff."

Visual and Performing Arts Participation

Our participation in the Strings and Band is stable but not improving. Participation dropped slightly from 76 to 72 students over two years. Targeting older grades through Youth Advisory discussions is intentional, but hasn't moved the needle yet for increased participation in our music program. We have the most significant decline in participation in the 5th and 6th grades, with only about 3-4 students continuing with strings after their 4th-grade year. VAPA supports creativity, confidence, and cultural expression—essential to a well-rounded graduate profile.

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

We did not have any major differences between the intended budget expenditures and the ability to meet the articulated goal.

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

The site administrator will implement a system for tracking positive phone calls/postcards by staff and provide monthly reminders and check-ins through a Google form. With the addition of the Visual and Performing Arts money, we can expand VAPA offerings based on the student and parent surveys. Our site needs to identify ways to increase alternative offerings at lunch/recess and continue to promote the addition of music or art clubs to increase student access to the arts. The administrator will work with site educators to embed data chats into core instruction. Teachers need more professional development in holding data chats and planning time to support meaningful student-led goal setting.

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: 2024: 26.8 above standard 2023: 22.7 above standard 2022: 26.6 above standard Math: 2024: 6 points below standard 2023: 3 points above standard 2022: 0.6 points below standard	Increase current level on ELA and math to blue.
Performance level on English Learner Progress Indicator (ELPI)	According to the dashboard: 2024: 44% of English Learners are making progress. 2023: 55.6 percent making progress 2022: 60 percent making progress	Maintain and increase to 60 percent-the 2022-2023 rate.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	Our CAASPP results indicate: 23-24: 64 percent met or exceeded the standard	At least 68% of students will meet or exceed standards in ELA.

	22-23: 60 percent met or exceeded the standard 21-22: 65 percent met or exceeded the standard	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	Our CAASPP results indicate: 23-24: 50 percent of students met or exceeded the standard 22-23: 54 percent of our students met or exceeded the standard 21-22: 55 percent met or exceeded the standard	At least 60% of students will meet or exceed standards in Math.
Percentage and number of students who are chronically absent	According to the Dashboard: 2024: 16.5 percent chronically absent 2023: 22.3 percent chronically absent 2022: 24.1 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	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. 22-23: No Data	To increase each area by 5%.
Suspension rate	According to the dashboard: 2024: 3.4 percent suspended at least one day 2023: 2.3 percent suspended at least one day 2022: 1.2 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: 24-25 CHKS 44 respondents. 94 percent of parents who responded stated our school was a supportive and inviting place for students. 97 percent 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.	Increase the number of parent responses to 150.

	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: 24-25: 36 percent met growth target 23-24: 30 percent met growth target 22-23: 33 percent met growth target Math: 24-25: 23 percent met growth target 23-24: 25 percent met growth target 22-23: 42 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: 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.	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.	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: 22-23 address Zamora's response to the survey question on anti-bullying policy implementation—where sentiment was among the lowest (only 25% rated implementation as "Good/Excellent")	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.
SAEBERS-Social, Academic, and Emotional Behavior Risk Screener	New Metric: 24-25: Data not available on Dashboard yet 23-24: Grade 2 has the highest percentage of "Some Risk" (23%)	Use programs like Second Step, Responsive Classroom Focus topics: Recognizing and managing emotions Friendship and inclusion

	22-23: Grade 2 (Score: 36) and Grade 3 (Score: 35) are the most at risk.	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
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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	16,600.00 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	All Students	11593 Supplemental/Concentration 1300.00 Site Discretionary
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	3000.00 Supplemental/Concentration 3000.00 Site Discretionary
2.4	Strategy: Provide structured support for new classroom setups and invest in supplemental curriculum resources that enrich core instruction and close learning gaps.	All students	1500.00 Title I Part A: Basic Grants Low-Income and Neglected 5281.00 Site Discretionary
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 1500.00 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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	2000.00 Supplemental/Concentration 800.00 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	6000.00 Title I Part A: Basic Grants Low-Income and Neglected
2.8	Strategy: To utilize kindergarten readiness assessments as a tool for gathering data on each child's academic, social-emotional, and developmental skills, ensuring the creation of balanced classrooms that promote equitable learning environments and meet the diverse needs of all students.	Kindergarten Students	2400.00 Supplemental/Concentration
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	
2.10	Strategy: Leverage the allocation of discretionary money to reinforce positive behaviors, promote social-emotional learning (SEL), and encourage responsible decision-making through a reward-based store system tied to the school's Positive Behavior Interventions and Supports (PBIS) framework.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Key implementation highlights include:

Tier 1 Instructional Focus: The use of an Intervention Coordinator across multiple grade levels (Grades 1–3) supported increased comprehension in literacy and writing. Staff also accessed protected time for assessment administration and instructional planning. Teachers also had consistent access to instructional tools (copy paper, supplemental materials), improving lesson delivery and student engagement.

Data-Driven Culture: Expansion of data chats in four grade levels (1st, 3rd, 5th, 6th) fostered a culture of student ownership of learning.

The PBIS reward system contributed to the reinforcement of positive behaviors and SEL practices.

Professional Development: Teachers participated in PD aligned with school goals and academic standards, directly contributing to improved teaching strategies.

Kindergarten Readiness & Attendance Monitoring: Systematic data collection on new students supported the creation of balanced classes. Use of attendance slips enabled better identification and intervention for chronic absenteeism. The strategies and activities implemented have demonstrated moderate to significant effectiveness, based on performance indicators and observed outcomes:

Academic Growth:

ELA Scores: Increased from 22.7 (2023) to 26.8 points above standard (2024) – suggesting strong Tier 1 instruction and reading interventions work effectively.

Math Scores: Declined from +3 (2023) to -6 (2024) – indicates a need to reassess math interventions and instructional strategies, particularly in Tier 1.

CAASPP ELA Proficiency: Up to 64% met/exceeded standards, nearing the 68% goal.

CAASPP Math Proficiency: Dropped to 50% from 54% – targeted support needed.

iReady Growth: Reading growth increased to 36% (up 6%), showing early gains; math growth declined to 23%, highlighting a critical area for future investment and PD.

Equity & Targeted Support:

EL Progress: Decreased from 60% (2022) to 44% (2024). This indicates a need for renewed focus on designated and integrated ELD strategies.

Chronic Absenteeism improved significantly from 24.1% (2022) to 16.5% (2024), which indicates that SEL, attendance interventions, and communication strategies have had a positive effect.

Suspension Rates: Increased from 1.2% (2022) to 3.4% (2024), which may reflect both behavioral challenges and inconsistent PBIS or SEL application. Further staff support and behavior interventions are warranted.

School Climate and Engagement:

Student Connectedness & SEL: There have been notable increases in student perceptions of adult support and connection to school. However, student agency (involvement in meaningful activities) remains low (33%) and requires structured opportunities for student voice.

Parent Satisfaction: Grew slightly across all positive indicators. Increased participation is still needed (goal = 150 responses).

Professional Learning Communities Implementation: Incremental growth in the metric assessing readiness for supporting students struggling with effective strategies to increase the information content knowledge gaps. The target of reaching 10 remains a stretch goal, but progress is evident.

Conclusion:

Our school has made solid strides toward achieving Goal 2. Gains in reading achievement, student connectedness, and attendance suggest that investments in Tier 1 instruction, SEL support, and instructional materials have been effective. However, math performance, EL progress, and suspension rates reveal key areas for improvement. Greater emphasis on math intervention, behavior support systems, and English Learner strategies will be essential in the next phase of implementation.

Next Steps:

Deepen math instructional support through targeted PD and coaching.

Expand the Intervention Coordinator's reach to upper grades and include math-specific support.

Strengthen EL instructional practices school-wide with the support of the EL Specialist.

Improve student voice and agency by developing structured leadership and feedback opportunities outside of Youth Advisory and Student Council.

Monitor behavior trends more closely to address increases in suspensions proactively.

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

None

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

Next Steps:

Deepen math instructional support through targeted PD and coaching.

Expand the Intervention Coordinator's reach to upper grades and include math-specific support.

Strengthen EL instructional practices school-wide with the support of the EL Specialist.

Improve student voice and agency by developing structured leadership and feedback opportunities outside Youth Advisory and Student Council.

Monitor behavior trends more closely to address increases in suspensions proactively.

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: Data not available yet. 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: 2024: 44 percent of students making progress 2023: 55.6 percent making progress 2022: 60 percent making progress	Maintain and work to increase by 3 percent.
Reclassification of LTEL Students	24-25: Data not available yet. 23-24: We reclassified 0 of 2 LTELs 22-23: 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: 24-25: 36 percent met target growth 23-24: 41 percent met target growth 22-23: 21 percent met target growth Math: 24-25: 14 percent met target growth 23-24: 28 percent met target growth 22-23: 37 percent met target growth	5% increase in students who meet typical growth in Reading and Math for English Learners.

Improve the school's English Learner Roadmap Principle 1 rating on self-assessment.	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. 21-22: The staff did a self-assessment rating on our site for 2021-22 on Principle 1 of the English Learner Roadmap (out of a score of 4.0): 2.0 Languages and cultures are assets. 2.5 No single EL profile 3.0 School climate is affirming, inclusive, and safe. 2.5 Strong family and school partnerships 3.0 Supporting English Learners with disabilities.	Increase Languages and cultures are assets by .5 point for parent survey and staff survey.
Reclassification of SPED/EL's	24-25 Data not available yet. 23-24 We reclassified 0 of 1. 22-23 We reclassified 0 of 1.	Reclassify 100% of all Dually-Identified SPED/EL students who have an Alternative Summative ELPAC Level 3.

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	On-Site Training for Multiple Teachers in Best Practices for English Language Learners: Consider professional development for staff on UDL training.	All Staff	1600.00 Supplemental/Concentration 610 Title I Part A: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	ELD supplemental Benchmark Curriculum-Hello! for Newcomers	All Staff	1000.00 Supplemental/Concentration
3.3	Parent Engagement Workshops to support at home learning/Food for Parent Workshops & Daycare	All EL parents	1833.00 Supplemental/Concentration
3.4	Targeted EL Interventions Afterschool and targeted instruction in the classroom through monitoring in the Professional Learning Team process.	All EL Students	1000.00 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

Our school goal aligns directly with the district's LCAP priority and reflects a clear, equity-driven focus on improving outcomes for English Learners by embracing their cultural and linguistic strengths.

Effectiveness of Implementation Based on Data

The school implemented various strategies targeting academic performance and cultural engagement. Below is an analysis of each based on available data:

Reclassification Rates

Data: Improved from 9.7% (2022-23) to 11.3% (2023-24).

Our site has made moderate progress. The slight increase suggests positive movement, possibly linked to targeted interventions and professional development. However, our school still falls short of a significant shift in reclassification, signaling room for increased instructional impact and monitoring. With the decrease in time of our English Language Specialist, we will need to look for other ways to support our English Learners in the classroom during their designated English Learner Development time.

English Learner Progress Indicator (ELPI)

Data: Declined from 60% (2022) to 44% (2024).

Despite our English learner specialist implementing new instructional strategies and professional development, there has been a significant decline in ELPI performance. This may reflect challenges in instructional delivery or assessment alignment with English Learner needs. Professional learning strategies (GLAD or UDL training) need more vigorous implementation and follow-up support.

Long-Term English Learner (LTEL) Reclassification

Data: No LTELs reclassified in two years.

This is a critical area of need for our site. It reflects a need for intensive support and tracking systems for LTELs, especially those nearing reclassification benchmarks (ELPAC Level 4 students). We need to provide more targeted and individualized support here.

iReady Growth Targets (Reading and Math)

Reading: Growth from 21% (2022-23) to 41% (2023-24), slight dip to 36% (2024-25 projected).

Math: Growth declined from 37% (2022-23) to 14% (2024-25 projected).

I-Ready shows mixed results. We have seen gains in reading, suggesting that literacy-based strategies (such as ELD curriculum enhancements and Professional Learning Teams-based targeted instruction) may yield some success. However, math outcomes are in decline, suggesting a need for more intentional support and possibly professional development in number sense for English learners.

EL Roadmap Principle 1 – Self-Assessment Ratings

Data: Significant growth from 2021-22 to 2024-25 in perceptions of climate, partnerships, and support for ELs.

Parent and staff assessments show a shift toward a more affirming and inclusive environment for ELs. This indicates the effectiveness of parent engagement strategies and efforts to promote English Learners' cultural and linguistic assets.

Support from Research and CA EL Roadmap:

EL Roadmap Principle 2: Intellectual Quality of Instruction and Meaningful Access emphasizes that teachers must have the skills and tools to design high-quality, standards-based lessons accessible to English Learners. Research Insight: Studies (e.g., August & Shanahan, 2006) confirm that teacher capacity-building through professional development like UDL leads to increased language development and academic achievement in English Language when sustained over time.

Family Engagement:

EL Roadmap Principle 1: Assets-Oriented and Needs-Responsive Schools calls for authentic two-way communication and family partnership as essential for student success.

Research Insight: According to Mapp & Henderson (2002), family engagement strongly predicts academic achievement, especially for historically underserved groups like English Learners. Programs that include food and child care reduce barriers and increase parent participation.

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

None at this time.

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.

Revise/Refocus Strategies to Support Math Achievement: iReady Math scores for ELs have declined for three consecutive years (from 37% to 14%), showing a critical need for targeted support. The administrator will consider using our intervention coordinator for focused math intervention for ELs.

Strengthen Systems of Support for LTELs, the administrator will work with the EL Specialist to include a targeted LTEL reclassification plan, such as designated case management, academic mentoring, and writing-focused instruction aligned with reclassification criteria. Another need is tier 1 instructional strategies for classroom teachers to support relationship building with English Learners. Ensure that the EL Specialist is in attendance at PLT meetings to support and advocate for the English Learner's needs.

Improve Support for Valuing Languages and Cultures: The parent survey rating for "Languages and cultures are assets" dropped from 2.5 to 2.0 in 2024-25. The administrator may add or revise a strategy to increase cultural celebrations, multilingual classroom libraries, and staff training on culturally responsive pedagogy/teaching.

Expand and Sustain Professional Development: Training in UDL requires a deeper understanding and development. The administrator will expand professional development to include coaching cycles, demo lessons, and lesson studies focused on EL strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	GREAT (Gang Resistance Education and Training) Program (4th grade only), Boy Scouts and Girl Scouts, Mondavi, Woodland Public Library, Rotary Readers, Lion and Elks Club, YMCA, Farm Connection Day. Metric: 22-23: Involvement with 9 community programs 23-24: Involvement with 8 community programs (did not participate in Farm to Fork this year) 24-25: Involvement with 8 community programs (did not participate with Yolo Arts).	Continue with the existing community partnerships and seek other opportunities within these partnerships for further student involvement opportunities.
Number of extracurricular and co-curricular programs offered	We have fall, winter, and spring offerings. 2 classes per season on average. 22-23: 6 after-school enrichment programs 23-24: 4 after-school enrichment programs (Cross Country/Choir/Walking Club/Jump Rope Club) 24-25 6 after-school enrichment programs (Cross Country, Choir,	We should continue with the current offerings and add one more class that spans the seasons and targets students who do not usually join the after-school enrichment sessions.

	Walking Club, Jump Rope Club, Chess Club, Homework Club.	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	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 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.	Increase the number of responses to 90%.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	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.
Per Youth Advisory Feedback work to improve facilities.	New Metric: 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.
SAEBERS-Social, Academic, and Emotional Behavior Risk Screener	New Metric: 2024-25: 2023-24: Grade 2 and 4 have the most at-risk students 2022-23: Grade 2(Score: 36) and 3(Score: 35) have the most at risk students	Continue the Second Step curriculum and PD. 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	5945.00 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,	All students	4000.00 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	foster curiosity, and support academic and social-emotional development.		1000.00 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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.

Effectiveness of Strategies and Activities

Enrichment Programs (Strategy 4.1)

After-school offerings increased from four to six programs, including both academic (Homework Club) and interest-based (Chess Club) opportunities. These programs served a wide range of students and addressed the goal of supporting the whole child academically, socially, and emotionally. The expansion successfully engaged students who had not previously participated. Programs have been well-attended and inclusive, offering low-barrier access to enrichment.

Community Partnerships

The number of partnerships remained consistent at eight. While some programs (e.g., Farm to Fork, Yolo Arts) were inactive this year, long-standing partnerships with the YMCA, Rotary, and Woodland Public Library were sustained. Consistent engagement with external organizations provided real-world learning experiences for all students.

Student Leadership and Voice (Youth Advisory and Surveys)

Participation in the Youth Advisory increased from 11 to 18 students. Regular monthly meetings were held to gather feedback on campus climate, safety, and needed improvements. Additionally, surveys such as the CA Healthy Kids Survey and site-developed student surveys were administered. Feedback led to tangible improvements (new PE equipment (9 square in the air), field maintenance, bathroom monitoring system).

Student-Informed Facilities Improvement

Student input directly shaped recess/PE equipment improvements and campus maintenance efforts. These actions increased student agency and helped address a previously identified area of concern. Students observed changes they requested, reinforcing their belief that their voices matter.

Specific Feedback from Youth Advisory: 3/25/25

Things that are going well:

- *Bad words have calmed down- there are still some when people get upset
- *Lunch time is getting better/recess has been better, lunch and recess is still loud
- *No running in the bark
- *Learning/focus in the classroom/studying in class has improved
- *After school activities- choir is well-loved and many students participate
- *Bathrooms are not as dirty, way less writing
- *Games are going better- less ball tag
- *PE Games are really fun

Things that need another look:

- *Adults' intervention at lunch is getting better, but we need more yard duties
- *The school lunches- better in general, higher quality/fresh food/ramen
- *Shade/overhang
- *Cleaning the drinking fountain
- *We need better water pressure in the water fountains.
- *Folks need to be more honest.

*Consequences- more strict.

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

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

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

Next Steps:

Introduce an additional year-long or rotating club targeting underrepresented student groups to broaden participation further.

Reestablish lapsed partnerships and seek new partners that reflect student interests and needs.

Increase survey participation to 90% and expand Youth Advisory participation to 20% of 4th–6th grade students, ensuring demographic representation.

Continue allocating budget resources to student-identified facility priorities each year.

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	\$30,655
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,859.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$30,045.00
Title I Part A: Parent Involvement	\$610.00

Subtotal of additional federal funds included for this school: \$30,655.00

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	\$58,197.00
Site Discretionary	\$12,881.00
Supplemental/Concentration	\$34,126.00

Subtotal of state or local funds included for this school: \$105,204.00

Total of federal, state, and/or local funds for this school: \$135,859.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	58,197.00
Site Discretionary	12,881.00
Supplemental/Concentration	34,126.00
Title I Part A: Basic Grants Low-Income and Neglected	30,045.00
Title I Part A: Parent Involvement	610.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	58,197.00
	Site Discretionary	12,881.00
	Supplemental/Concentration	34,126.00
	Title I Part A: Basic Grants Low-Income and Neglected	30,045.00
	Title I Part A: Parent Involvement	610.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,197.00
Goal 2	59,674.00
Goal 3	6,043.00
Goal 4	10,945.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amanda Walsh	Principal
Laura Ziegler	Classroom Teacher
Hilda Herrera	Classroom Teacher
Sandra Crough	Classroom Teacher
Veronica Tafoya	Other School Staff
Rebecca Long	Parent or Community Member
Erin Horn	Parent or Community Member
Brittney Wright	Parent or Community Member
Marcela Bautista	Parent or Community Member
Sarah Mills	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Maria Hdez

English Learner Advisory Committee

Brynn Ram

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 4/30/25.

Attested:

A. Walsh

Principal, Amanda Walsh on 4/30/25

Erin Horn

SSC Chairperson, Erin Horn on 4/30/25