

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramon S. Tafoya Elementary	57727100000000	5/2/22	6/16/22

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

The School-Wide Plan meets the ESSA (Every Student Succeeds Act) requirements through:

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.: Throughout the year, multiple stakeholder groups discussed available data and shared their thoughts on areas for improvement in student achievement, especially in the areas of writing and math.

Tafoya's school-wide plan was developed to support the needs of our students as identified through the comprehensive needs assessment. These include:

- Strategies that Tafoya is implementing to address student needs by providing opportunities for all students to meet the challenging state academic standards

- The use of methods and instructional strategies that strengthen the academic program at Tafoya
- Increase the amount and quality of learning time
- Provide an enriched and accelerated curriculum, programs, activities, and courses necessary to provide a well-rounded education
- Implement strategies that address the needs of all students at Tafoya, but particularly the needs of those students at risk of not meeting the challenging academic standards.

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

- A school and family engagement policy
- A school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.
- Parent surveys through the Healthy Kids Survey, PBIS Parent Survey (school created), and Tafoya Town Hall Meetings

ESSA requirements are being met through this CSI (Comprehensive Support and Improvement) plan. The LEA (Local Education Agency) partnered with stakeholders (including the principal and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI.

The CSI plan is informed by all state indicators, including student performance against state-determined long-term goals.

The CSI plan includes evidence-based interventions.

The CSI plan is based on a school-level needs assessment.

The school and LEA have identified resource inequities, which included a review of LEA- and school-level budgeting, and are addressed through the implementation of the CSI plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Student Input

Student input was gathered through 2 surveys focused on student programs, campus safety, and math instruction, of which an average of 322 (352 on a survey in 12/21 and 292 on survey 3/22) students responded. The Student Advisory Council (SAC) was created, with a balanced

representation of student groups. 19 students participated in the Student Advisory Council (three 3rd graders, seven 4th graders, two 5th graders, and seven 6th graders). The Student Advisory Group is comprised of English, Spanish, and Punjabi speaking students, English learners, migrant students, GATE students, and students with disabilities, along with no identified need. The SAC completed a needs assessment by reviewing the school-based survey, academic, and local data. Students identified math instruction and classroom behavior (impacting their learning) as an area of concern. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. Students expressed a need for small group instruction, early intervention (meaning early grade levels), along with more instructional time - all for math instruction. They specifically indicated this was the first year they felt there was enough math instruction, and that the office hours teachers provided for a more personal way to follow up on areas they were struggling with. When discussing leadership opportunities and school culture at Tafoya, students expressed their love and need for Little Heroes and the student council. They said the programs let them be "leaders" and "take responsibility". They would also like to see more after-school opportunities for sports and arts. But they also felt they would like more time during the school day to find areas they are interested in (i.e., clubs, arts, sports, etc.). Students hope to keep PBIS and build on the program. They would like behavior to improve in their classrooms, so it does not impact their learning. Each of them spoke about specific incidents happening in their classrooms. They want bullies to be better handled on campus and for all adults (specifically our yard supervisors) to listen to both sides of the story from students and believe their word. The SAC plans to meet again on 4-14-22 to review the School Plan for Student Achievement (SPSA), review their suggestions and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. The staff completed a needs assessment through an online survey and then a deeper dive with the school leadership team on 3/28/22. Tafoya's leadership team is made up of one representative from each grade level, physical education, special education, the English learner department, and both administrators. The team sees the need for programs such as Little Heroes, PBIS, Math Instruction, and anything that will help support behavior in the classroom. The area of Math is a concern because what the team had planned to accomplish this year was impacted due to a lack of substitute teachers. The staff and leadership determined our three biggest areas of concern and need for improvement in math are: student motivation/confidence, gaps in knowledge, and teacher knowledge (of math strategies for student engagement and comprehension).

Needs assessment meetings were also held with ELAC (English Learner Advisory Committee) on 2/23/22 and SSC on 3/15/22. Both groups agree with math being an area of need, especially with our English Learner population. Both groups felt early intervention provided by teachers/interventionists would help support learning. Both groups were also interested in providing teachers with professional development on how to provide the best first instruction to all students, so there was less need for student intervention. Both parent groups expressed Little Heroes is one thing their kids look forward to on campus. Both groups expressed the need for PBIS and Behavior supports for our Tier 2 and Tier 3 (highest need) students.

ELAC and staff reviewed the SPSA on 4/27/22, and provided additional feedback. The school site council reviewed the plan on 4/4/22 and 5/2/22, considered recommendations and feedback from all groups, and finalized/approved the SPSA on 5/2/22

Resource Inequities

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

Woodland Joint Unified is partnering with Tafoya to identify any resource inequities that may exist, including staffing inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.88%	0.63%	0.3%	7	5	2
African American	1.88%	2.02%	3.5%	15	16	27
Asian	12.94%	14.61%	14.0%	103	116	107
Filipino	1.51%	1.51%	1.8%	12	12	14
Hispanic/Latino	59.92%	58.44%	60.2%	477	464	459
Pacific Islander	1.38%	1.39%	0.8%	11	11	6
White	18.09%	16.75%	14.7%	144	133	112
Multiple/No Response	2.51%	3.27%	3.0%	20	26	23
Total Enrollment				796	794	762

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	103	105	99
Grade 1	75	94	110
Grade 2	100	82	99
Grade 3	122	107	82
Grade 4	141	114	101
Grade 5	142	148	123
Grade 6	113	144	148
Total Enrollment	796	794	762

Conclusions based on this data:

- Our school enrollment stayed consistent from 18-19 to 19-20. However, it did take a dip in 20-21. There are two possible causes for this dip, we are slowly phasing out the class sizes of ~150 students. In 19-20, we had 5th and 6th grade roughly at 150 students, in 20-21 we only had 6th grade. The other possible reason for the drop is the pandemic and parents choosing to change schools that offered an in-person learning environment. We do predict another decrease in enrollment due to the large 6th grade class no longer being at Tafoya next year.
- Based on the student group data, we can see our Hispanic subgroup is has increased almost 2% from 19-20 to 20-21, while our white population decreased almost 2%.
- Kinder enrollment has stayed consistent over the three year span, although we do predict an increase in the 21-22 school-year due to the pandemic, and families choosing to send their children back to school to an in-person learning environment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	220	210	197	27.6%	26.4%	25.9%
Fluent English Proficient (FEP)	137	135	129	17.2%	17.0%	16.9%
Reclassified Fluent English Proficient (RFEP)	54	41	33	21.7%	18.6%	15.7%

Conclusions based on this data:

1. The percentage of English Learners continues to decline at 0.5%, a slower rate than years previous (1-2%).
2. In reviewing our reclassification data, the number of reclassified students has declined over the past 3 years by 6% total, but roughly 2-2.5% each year. This can be attributed to our need to focus on our Math and ELA instruction and interventions, specifically at earlier grade levels to meet reclassification criteria at an early age. Another possible reason for a continued drop in reclassification rate is the pandemic and how greatly affected our students designated as English Learners were impacted during the time of learning at home.
3. The number of Fluent English Proficient students has maintained since last year. This represents a steady increase and can continue to be increased by early childhood enrollment (preschool) opportunities, specifically for our socioeconomically disadvantaged students. We predict it may be lower in the 21-22 school year due to less students being enrolled in early childhood learning opportunities due to the pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	137	119	81	137	118	0	137	118	0	100	99.2	0.0
Grade 4	134	147	106	133	145	0	133	145	0	99.3	98.6	0.0
Grade 5	96	144	126	94	144	0	94	144	0	97.9	100	0.0
Grade 6	128	116	151	127	112	0	127	112	0	99.2	96.6	0.0
All Grades	495	526	464	491	519	0	491	519	0	99.2	98.7	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2410.	2394.		14.60	16.10		29.93	25.42		24.82	17.80		30.66	40.68	
Grade 4	2443.	2448.		14.29	20.00		24.06	21.38		18.80	21.38		42.86	37.24	
Grade 5	2483.	2472.		18.09	11.11		27.66	22.92		20.21	28.47		34.04	37.50	
Grade 6	2506.	2529.		9.45	19.64		32.28	32.14		29.92	23.21		28.35	25.00	
All Grades	N/A	N/A	N/A	13.85	16.57		28.51	25.05		23.63	22.93		34.01	35.45	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.71	25.42		51.09	37.29		29.20	37.29	
Grade 4	18.80	20.69		49.62	44.83		31.58	34.48	
Grade 5	26.60	18.75		41.49	41.67		31.91	39.58	
Grade 6	14.96	26.79		48.82	41.96		36.22	31.25	
All Grades	19.55	22.54		48.27	41.62		32.18	35.84	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.06	9.40		43.07	47.01		40.88	43.59	
Grade 4	15.04	12.41		46.62	53.10		38.35	34.48	
Grade 5	20.21	15.28		37.23	50.69		42.55	34.03	
Grade 6	13.39	13.39		55.12	64.29		31.50	22.32	
All Grades	15.89	12.74		46.03	53.47		38.09	33.78	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.87	8.47		67.15	69.49		18.98	22.03	
Grade 4	13.53	12.41		69.17	71.03		17.29	16.55	
Grade 5	13.83	10.42		63.83	57.64		22.34	31.94	
Grade 6	12.60	17.86		66.93	63.39		20.47	18.75	
All Grades	13.44	12.14		67.01	65.32		19.55	22.54	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.98	17.80		56.20	38.98		24.82	43.22	
Grade 4	15.79	18.62		45.11	50.34		39.10	31.03	
Grade 5	25.53	19.44		41.49	43.06		32.98	37.50	
Grade 6	21.26	26.79		55.12	50.89		23.62	22.32	
All Grades	19.96	20.42		50.10	45.86		29.94	33.72	

2019-20 Data:

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Conclusions based on this data:

- As a whole school, we are decreasing the percentage of students at or above standard, while also increasing the number of students below standard. This is indicative of both ends of the spectrum not having their needs met. Data driven discussions and discourse is not happening on a regular basis. Writing is one of the weakest areas school wide. Implementing a school-wide writing program can be beneficial.

2. Overtime, students are leaving sixth grade better prepared than other grade levels. This grade level has stayed constant over many years and have strong collaboration. They are increasing the amount of students at or above standard, while also decreasing the amount of students below standing in ALL areas, some by significant percentages (10%+).
3. The percentage of students below grade level in reading, when following a set of students, has increased each year in grades 3-5. Our most significant increase of students below standard in reading is 3rd and 5th grades, even with multiple interventions in place in grades K-2 for reading. We need to re-evaluate our intervention program and the use of our current para professionals in Kinder.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	137	119	81	137	118	0	137	118	0	100	99.2	0.0
Grade 4	134	148	106	133	148	0	133	148	0	99.3	100	0.0
Grade 5	96	144	126	95	144	0	95	144	0	99	100	0.0
Grade 6	127	116	151	126	115	0	126	115	0	99.2	99.1	0.0
All Grades	494	527	464	491	525	0	491	525	0	99.4	99.6	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2397.	2382.		8.76	6.78		24.09	21.19		25.55	22.88		41.61	49.15	
Grade 4	2442.	2445.		10.53	8.11		21.05	22.30		28.57	35.81		39.85	33.78	
Grade 5	2477.	2458.		18.95	11.11		8.42	10.42		28.42	26.39		44.21	52.08	
Grade 6	2493.	2504.		12.70	22.61		20.63	10.43		25.40	25.22		41.27	41.74	
All Grades	N/A	N/A	N/A	12.22	11.81		19.35	16.19		26.88	28.00		41.55	44.00	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.06	10.17		34.31	33.05		49.64	56.78	
Grade 4	20.30	17.57		28.57	31.76		51.13	50.68	
Grade 5	22.11	16.67		25.26	22.22		52.63	61.11	
Grade 6	23.02	26.96		26.98	27.83		50.00	45.22	
All Grades	20.16	17.71		29.12	28.57		50.71	53.71	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.87	9.32		43.80	49.15		42.34	41.53	
Grade 4	13.53	11.49		40.60	44.59		45.86	43.92	
Grade 5	17.89	9.72		32.63	36.11		49.47	54.17	
Grade 6	11.11	17.39		42.86	33.91		46.03	48.70	
All Grades	13.85	11.81		40.53	40.95		45.62	47.24	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.79	12.71		46.72	38.98		36.50	48.31	
Grade 4	13.53	10.81		34.59	51.35		51.88	37.84	
Grade 5	16.84	10.42		30.53	35.42		52.63	54.17	
Grade 6	16.67	22.61		41.27	31.30		42.06	46.09	
All Grades	15.89	13.71		38.90	39.81		45.21	46.48	

2019-20 Data:

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Conclusions based on this data:

1. The percentage of students that are at or above standard has continued to decline school wide, with a significant decline in 3rd grade of 13%. If you follow a subset of students, they continue to decline until 6th grade. Our 6th grade team has been consistent (in terms of grade level team members), dedicates 90 minutes to math instruction, daily, and also levels their math classes to meet the needs of all students.
2. Tafoya's weakest area is basic concepts and procedures. All grade levels (except 6th grade) are above 50% of students below standard in this area. This shows a lack of basic understanding of numeracy and math foundations in early grade levels.
3. From 4th to 5th grade, in overall scores, there is a 10% increase in students below standard and 10% decrease in the percentage of students at or above standard. This again shows a strong foundational gap in mathematics. Based on student focus groups, this may also be attributed to the lack of time allotted to math instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1455.3	1435.9	1401.7	1464.7	1452.3	1425.1	1433.2	1397.6	1347.2	40	36	41
1	1486.2	1467.6	1430.1	1491.0	1472.9	1460.3	1481.1	1462.0	1399.4	25	30	41
2	1506.4	1512.5	1460.6	1502.6	1506.0	1477.5	1509.8	1518.7	1443.2	37	21	31
3	1510.3	1488.9	1494.7	1511.1	1485.9	1496.5	1509.2	1491.3	1492.5	32	34	24
4	1518.0	1521.7	1480.9	1518.6	1517.4	1477.9	1517.0	1525.7	1483.1	33	29	14
5	1512.9	1536.1	1523.5	1510.0	1523.8	1533.3	1514.9	1547.8	1513.0	15	30	23
6	1531.8	1528.3	1526.7	1532.5	1533.4	1536.4	1530.6	1522.5	1516.4	18	15	14
All Grades										200	195	188

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	22.22	7.89	27.50	38.89	26.32	*	33.33	42.11	*	5.56	23.68	40	36	38
1	52.00	16.67	9.76	44.00	50.00	19.51	*	16.67	36.59		16.67	34.15	25	30	41
2	59.46	28.57	6.45	*	42.86	35.48	*	28.57	35.48	*	0.00	22.58	37	21	31
3	*	11.76	4.17	62.50	50.00	58.33	*	14.71	29.17	*	23.53	8.33	32	34	24
4	*	31.03	7.14	66.67	41.38	28.57	*	17.24	35.71	*	10.34	28.57	33	29	14
5	*	20.00	21.74	*	50.00	39.13		30.00	21.74	*	0.00	17.39	15	30	23
6	*	26.67	14.29	*	33.33	42.86	*	20.00	35.71	*	20.00	7.14	18	15	14
All Grades	38.50	21.54	9.73	43.00	44.62	33.51	11.50	23.08	34.59	7.00	10.77	22.16	200	195	185

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.50	27.78	13.16	*	47.22	39.47	*	19.44	26.32	*	5.56	21.05	40	36	38
1	84.00	36.67	26.83	*	43.33	29.27		10.00	31.71		10.00	12.20	25	30	41
2	67.57	28.57	19.35	*	66.67	38.71	*	4.76	35.48	*	0.00	6.45	37	21	31
3	50.00	29.41	37.50	43.75	41.18	50.00	*	5.88	4.17	*	23.53	8.33	32	34	24
4	57.58	44.83	21.43	36.36	41.38	35.71	*	3.45	14.29		10.34	28.57	33	29	14
5	*	46.67	60.87	*	46.67	21.74	*	6.67	8.70	*	0.00	8.70	15	30	23
6	*	53.33	28.57	*	26.67	71.43	*	0.00	0.00		20.00	0.00	18	15	14
All Grades	60.00	36.92	28.11	30.00	45.13	38.38	6.50	8.21	21.08	*	9.74	12.43	200	195	185

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	72.50	22.22	13.16	*	75.00	71.05	*	2.78	15.79	40	36	38
1	84.00	73.33	34.15	*	20.00	48.78		6.67	17.07	25	30	41
2	78.38	23.81	12.90	*	76.19	80.65	*	0.00	6.45	37	21	31
3	34.38	11.76	25.00	62.50	61.76	75.00	*	26.47	0.00	32	34	24
4	36.36	41.38	35.71	57.58	44.83	35.71	*	13.79	28.57	33	29	14
5	*	6.67	39.13	*	83.33	52.17	*	10.00	8.70	15	30	23
6	*	20.00	14.29	61.11	60.00	71.43	*	20.00	14.29	18	15	14
All Grades	56.00	28.72	24.32	37.50	60.00	63.24	6.50	11.28	12.43	200	195	185

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	47.50	38.89	15.79	42.50	50.00	52.63	*	11.11	31.58	40	36	38
1	72.00	16.67	19.51	*	73.33	70.73		10.00	9.76	25	30	41
2	64.86	57.14	25.81	32.43	42.86	64.52	*	0.00	9.68	37	21	31
3	68.75	58.82	50.00	*	23.53	41.67	*	17.65	8.33	32	34	24
4	81.82	62.07	28.57	*	27.59	64.29		10.34	7.14	33	29	14
5	*	73.33	78.26	*	26.67	21.74	*	0.00	0.00	15	30	23
6	83.33	66.67	71.43	*	13.33	28.57		20.00	0.00	18	15	14
All Grades	67.00	51.79	35.68	29.00	38.46	52.43	*	9.74	11.89	200	195	185

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.00	2.78	0.00	40.00	91.67	60.53	*	5.56	39.47	40	36	38
1	52.00	33.33	7.32	*	40.00	31.71	*	26.67	60.98	25	30	41
2	62.16	23.81	6.45	*	61.90	61.29	*	14.29	32.26	37	21	31
3		2.94	4.17	71.88	52.94	50.00	*	44.12	45.83	32	34	24
4	*	6.90	0.00	75.76	65.52	42.86	*	27.59	57.14	33	29	14
5	*	13.33	13.04	*	73.33	52.17	*	13.33	34.78	15	30	23
6	*	0.00	0.00	*	40.00	35.71	72.22	60.00	64.29	18	15	14
All Grades	29.50	11.79	4.86	44.50	63.08	48.65	26.00	25.13	46.49	200	195	185

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.00	27.78	10.53	32.50	55.56	28.95	27.50	16.67	60.53	40	36	38
1	*	10.00	0.00	56.00	60.00	43.90	*	30.00	56.10	25	30	41
2	45.95	33.33	0.00	54.05	61.90	53.33		4.76	46.67	37	21	30
3	*	14.71	12.50	84.38	70.59	70.83	*	14.71	16.67	32	34	24
4	*	37.93	7.14	69.70	55.17	57.14		6.90	35.71	33	29	14
5	*	20.00	8.70	*	80.00	69.57	*	0.00	21.74	15	30	23
6	*	26.67	7.14	83.33	66.67	78.57		6.67	14.29	18	15	14
All Grades	33.00	23.59	5.98	60.00	64.10	52.72	7.00	12.31	41.30	200	195	184

2019-20 Data:

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

Conclusions based on this data:

1. There was a significant impact on the number of students scoring at a level 4 in 20-21. The percentage of students performing at a Level 4 decreased in all grade levels, however it declined greatly in grades K-2. This may be from the pandemic and not have high levels of exposure to the English Language outside the home from both teachers and peers due to learning from home.
2. The domain with the highest number of beginners is consistently reading, with 46% of all English Learners scoring at the beginning level. This is a significant increase from 19-20, which was roughly 25% of all English Learners. This implies our greatest need for improving reading is currently in all grades, K-3 (with 48% on average) and 4-6 (with 52% on average). However, there is a greater number of students impacted in grades K-3, with roughly 61 of K-3 English Learners scoring at a beginning level in reading, compared to 26 students in grade 4-6. The significant drop in reading can be attributed to the pandemic and learning from home.
3. In grades 1 and 2, the number of English Learners has grown by ~10 students from 19-20 to 20-21. However, the number of students in grade 3, 4 and 5 has decreased by roughly 10 in each grade level. My hope is that means the school was able to reclassify students at an earlier age in years prior to the pandemic. I predict the high rates in Kinder and First this year will take a couple of years to even out again and will require intense intervention.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
762	57.2	25.9	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	197	25.9
Foster Youth	2	0.3
Homeless	3	0.4
Socioeconomically Disadvantaged	436	57.2
Students with Disabilities	102	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	3.5
American Indian or Alaska Native	2	0.3
Asian	107	14.0
Filipino	14	1.8
Hispanic	459	60.2
Two or More Races	23	3.0
Native Hawaiian or Pacific Islander	6	0.8
White	112	14.7

Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students with 60.2%, with roughly 459 students.

2. Our white student group and our Asian student group make up our next two largest groups with 14.7% and 14.0% respectively. Our white subgroup has decreased almost 4% over the past year, and our Asian sub group has increased by about 1%.
3. A large percentage (57.2%) of our population is identified as socioeconomically disadvantaged, however this has decreased over the last year by roughly 4%. We feel this was from a reduction in families filling out their free and reduced lunch application versus an actual reduction in the socioeconomically disadvantage subgroup.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have not made substantial progress in any area and continue to decline in all areas. This is indicative of lack of focus and use of regular data driven discussions.
2. Although all areas are of concern, our greatest area of need is suspension rates, which is in the red this year. Most of these suspensions were due to fights and recess alterations.
3. Our next greatest area of need is mathematics (even though many are in the orange)

School and Student Performance Data

Academic Performance English Language Arts

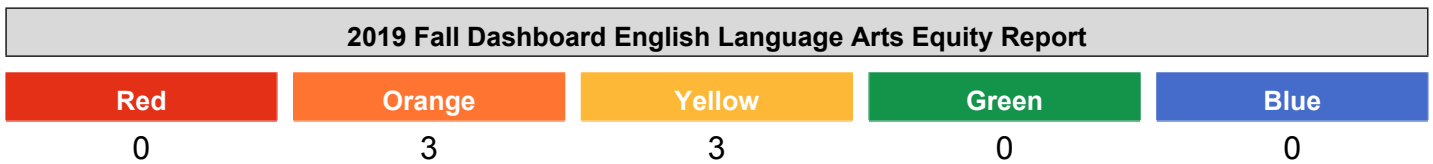
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 21.8 points below standard Maintained ++2.8 points 495	<p>English Learners</p> Yellow 33.9 points below standard Increased ++6.4 points 224	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Orange 39.1 points below standard Maintained -0.1 points 323	<p>Students with Disabilities</p> Orange 105.3 points below standard Increased ++8.9 points 65

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35.4 points below standard 11	 No Performance Color Less than 11 Students	 Orange 15.8 points below standard Declined -12.1 points 70	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33 points below standard Increased ++4.6 points 292	 No Performance Color 31.9 points below standard Declined Significantly -36.7 points 12	 No Performance Color Less than 11 Students	 Yellow 5.3 points above standard Maintained ++1.5 points 84

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.5 points below standard Maintained ++0.2 points 98	18.6 points above standard Increased ++13.5 points 126	18.7 points below standard Maintained -1.8 points 251

Conclusions based on this data:

1. All subgroups maintained or decreased significantly except students with disabilities and English Learners, who both increased by more than 5 points. This represents the need for smaller group instruction at a student's ability level.
2. Our socioeconomically disadvantaged students perform lower than all subgroups except students with disabilities, and has a higher number of students affected. Generally bigger gaps entering school that are not being addressed at an earlier grade level.
3. Our reclassified English Proficient students made more progress than both our English Learners and English Only students. This shows focusing on language development supports students to be successful long term.

School and Student Performance Data

Academic Performance Mathematics

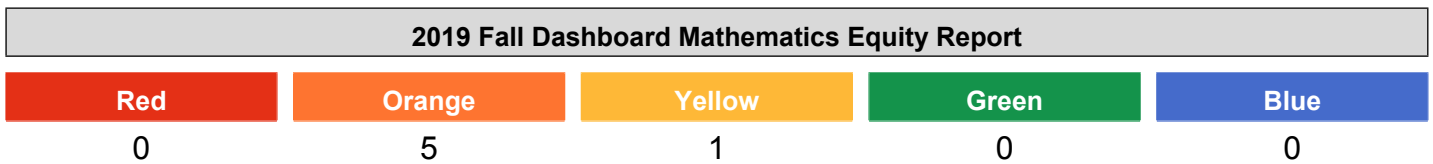
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 50.9 points below standard Declined -3 points 496	<p>English Learners</p> Orange 61.9 points below standard Maintained -0.2 points 224	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Orange 66.1 points below standard Declined -3.6 points 323	<p>Students with Disabilities</p> Orange 137 points below standard Increased ++7.8 points 65

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 55 points below standard 11	 No Performance Color Less than 11 Students	 Orange 42.9 points below standard Declined Significantly -21.3 points 70	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63 points below standard Maintained -1.4 points 292	 No Performance Color 59.5 points below standard Declined Significantly -33.5 points 12	 No Performance Color Less than 11 Students	 Yellow 23 points below standard Declined -3.9 points 85

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.2 points below standard Maintained ++1.1 points 98	22.1 points below standard Maintained ++0.7 points 126	48.9 points below standard Declined -6.6 points 252

Conclusions based on this data:

- Math is a great area of need for Tafoya. All subgroups, except students with disabilities, maintained or decline significantly. This shows that students when working in smaller groups that receive direct instruction in their area of need make better progress.
- White, Asian, and RFEF students are the only student groups that are less than 50 points below standard. However, Asian student had the most significant decline of 21 points. This shows that our students of color are not succeeding at the same rate as their white peers.
- Our reclassified students outperform all other subgroups. This shows focusing on language development supports students to be successful long term.

School and Student Performance Data

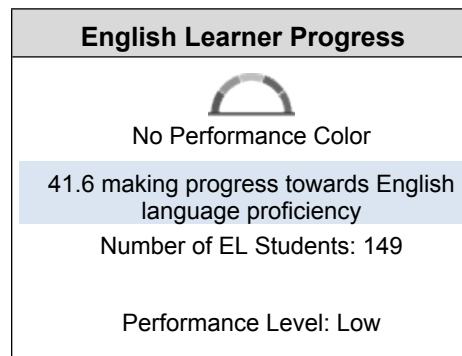
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.8	33.5	8.7	32.8

Conclusions based on this data:

1. Even with the new state measurements and levels, only 33% of students made progress by one level. Need to create more opportunity to discuss student data and progress.
2. 25% of students decreased their English Learner Performance Indicator (ELPI) level, which could be due to the new ELPI levels between 2 and 3 (2Low, 2High, 3Low, 3High vs just 2 and 3)
3. 9% of our students maintained a Level 4 and are eligible for reclassification based on ELPAC criteria, but are struggling to made grade level standards.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. This data is not available for elementary students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

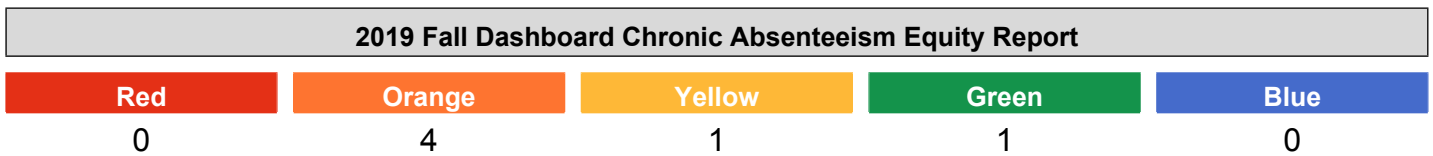
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>11.4</p> <p>Increased +1.7</p> <p>842</p>	<p>English Learners</p> <p>Yellow</p> <p>12.1</p> <p>Declined -0.9</p> <p>240</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>28.6</p> <p>14</p>
<p>Homeless</p> <p>No Performance Color</p> <p>17.9</p> <p>Declined -16.9</p> <p>28</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.3</p> <p>Increased +0.7</p> <p>555</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>16.9</p> <p>Increased +1.4</p> <p>118</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 19 Increased +3.7 21	 No Performance Color Less than 11 Students	 Green 6.4 Declined -0.7 109	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.7 Increased +2.3 505	 No Performance Color 6.7 Declined -7.1 30	 No Performance Color 9.1 11	 Orange 8.2 Increased +2.1 147

Conclusions based on this data:

- Over 10% of our students are chronically absent, which increased by 1.7% from last year, unsure of the cause at this point.
- The groups with the largest percentages of chronically absent students are: homeless, foster youth, and African American students. Helping to increase this specific under represented subgroup's sense of belonging and direct relationships on campus, could help to increase their attendance.
- Although our highest percentages come from the groups listed above, 77% of our chronically absent students (74 of 96) are socioeconomically disadvantaged. Although their percentage isn't the highest, it is clear their subgroup has the largest number of students impacted. This can be from external needs the school has not addressed.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1. Does not apply

School and Student Performance Data

Conditions & Climate Suspension Rate

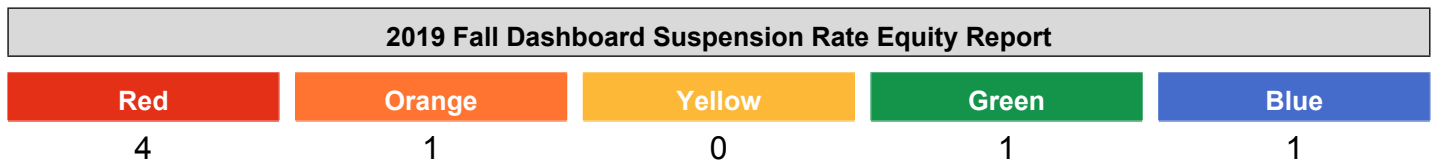
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Red 3.8 Increased Significantly +2.2 865	<p>English Learners</p> Orange 2.4 Increased Significantly +2.4 249	<p>Foster Youth</p> No Performance Color 6.3 Declined -2.8 16
<p>Homeless</p> No Performance Color 6.5 Declined -1.9 31	<p>Socioeconomically Disadvantaged</p> Red 4.9 Increased Significantly +2.9 571	<p>Students with Disabilities</p> Green 2.4 Declined -1.6 123

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students	 Blue 0 Maintained 0 109	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Red 4 Increased Significantly +3.1 522	 Red 6.5 Increased +3.3 31	 No Performance Color 0 11	 Red 6 Increased Significantly +2.1 151

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	3.8

Conclusions based on this data:

1. Our suspension rate has increased by 2.2%. Upon more extractable data, most suspensions happened due to recess fights or unfair play that resulted in physical altercations.
2. The subgroup with the most number of students suspended was our socioeconomically disadvantaged students, 28 of 32 students. The need for social groups, directly teaching communication skills, and relationship building is essential with this specific population.
3. Students across 4 subgroups increased - White, Hispanic, those of two or more races, and English Learners. After student restorative groups during the 19-20 school year, there was a clear racial divide that initiated most of the fights and suspensions and had not been dealt with in previous years (had stemmed for multiple years of racist remarks and slander).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

After reviewing WJUSD Dashboard data and hearing anecdotal data from stakeholders including families, local business and colleges, our stakeholders concluded that preparation for college and career for students and parents must begin in elementary school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	All students in grades 4-6 had the opportunity to participate in band this year. We had 57 students participate in the instrumental band. In addition, all 4th-grade students participated in violin, which is roughly 90 students. All teachers completed at least one VAPA lesson per trimester (although not provided by a docent). After-school opportunities were not available this school year.	All 4-6 graders will continue to have the opportunity to participate in instrumental band. We will also make one class available after school for students that do not wish to miss class. Our goal is to increase our participation from 22% of 5th and 6th-grade students participating in Band to 25%. All students will have an opportunity to participate in an after-school VAPA class, our goal is to have 5% of our students participate in an after-school VAPA opportunity. All teachers will produce one VAPA lesson per trimester. 1/3 of the classes will have a VAPA Showcase event.
Attendance rate of College and Career Awareness Showcase event.	Our college and career week is planned for June 1st - June 4th. Classes did not complete a showcase event each trimester. Teachers continued to show various colleges on Tuesdays.	Teachers will continue to showcase colleges weekly. 1/3 of the classes will participate in a college/career presentation each trimester. We will continue to have 1 college and career week on campus. We will have a "College Pathways"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		event for our 4th, 5th, and 6th-grade parents to attend.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners and students with disabilities

Strategy/Activity

Provide resources to create videos or power points for College and Career options. Provide instructional time and project timelines for each trimester to create and showcase student projects, along with time for the presentation of various colleges, careers, and trades. Students will improve their awareness of various colleges and different careers as they prepare class presentations for their peers and "buddy classrooms" to learn more about various universities, trade schools, and professions. A focus will include also research on various careers in specific fields (Medical: doctor, nurse, phlebotomist, respiratory therapist, etc. vs. just doctor) and understanding the pathways to get to such careers. Students in grades 4-6, students will visit local colleges, community colleges, technical schools, trades, and careers.

*Planning Time

*College and Career Materials

*Field Trips/Transportation

*Buddy classroom presentations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners and students with disabilities

Strategy/Activity

Provide each class an opportunity to have docents or members from the community come in and teach at least 1 directed art lesson to each class. All students in grades 4-6 will also be provided with an opportunity to take an instrumental band.

*Materials and supplies

*Art docents
*Extended Duty

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I Part A: Basic Grants Low-Income and Neglected
4,000	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Although implementing some things were more difficult than others, due to the pandemic, we were able to have students have a great level of exposure to college campuses virtually. Weekly, our teachers have done virtual college tours that have been free of cost. I think this has been a great awareness to various local and national colleges. We were also able to introduce trade schools like culinary, electrician, and automotive trades. Many of our teachers also did directed art with students on a regular basis, with the assistance of YouTube and WJUSD employees.

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

The major implications of not meeting our expenditures came down to being in a pandemic. We plan to use the money for college and career week. We were able to supply art materials and supplies to any teachers that requested for the materials during art lessons. We had originally intended the opportunity for after-school VAPA opportunities, however, most staff members were not able to partake in extended duty opportunities.

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

Due to the what we experienced this year, we have made some adjustments. We look forward to continuing with a college and career weeks this coming year, along with the addition of a family "College Pathways" event. This event will entail what students need to be able to attend college, A-G requirements, classes they need to take, etc. This will be extended to all 4th, 5th, and 6th grade families. We intend to have this earlier in the year next year. We have allocated roughly the same amount of money for college and career, but have increased the money towards VAPA

contracts to work with outside companies. As we move forward into understanding what next year's limitations and guidelines will be, we can look to increase the amount needed for contracts or teacher extended duty.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Based on a review of California Dashboard data, iReady and internal data during our needs assessments with our stakeholder groups, the school identified a need to improve English Language Arts (ELA) and math performance in general (with a specific focus on math concepts and procedures and writing). In academics, a lack of conceptual and foundational math skills, teachers feeling less comfortable teaching math, inconsistent use of adopted curriculum, lack of a fluid writing program in grades K-6, and unfocused staff collaboration are believed to be the root causes for the gaps in student achievement. In a social-emotional aspect, a pandemic and great need for proper social skills, impulsivity, and frustrations around home and school have added to an intense need for student support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	As Measure by the California Assessment of Student Performance and Progress (CAASPP), students are 22.5 points from meeting the standard in English language arts (orange) and 50.9 points below in Math (orange).	Students will decrease the distance from Level 3 (at standard), by at least 5 points.
Performance level on English Learner Progress Indicator	41.6% of English Learners are making progress toward English language proficiency.	Tafoya will increase by at least 9% and have 50% or more English Learners make progress toward English language proficiency.
Percentage of students in both the Meets and Exceeds Standards level on California Assessment of Student Performance and Progress (CAASPP) English Language Arts.	42% of all students that took the CAASPP in 2019, either met or exceed standard in English Language Arts.	Tafoya will increase the amount of students meeting or exceeding standard in English Language Arts by 3%.
Percentage of students in both the Meets and Exceeds	28% of all students that took the CAASPP in 2019, either	Tafoya will increase the amount of students meeting or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standards level on California Assessment of Student Performance and Progress (CAASPP) Math.	met or exceed standard in Math.	exceeding standard in Math by 7%.
Number of students who are chronically absent	Tafoya's chronically absent increased to 14.3% (113 students), this was a considerable increase. The groups most impacted were our Hispanic (83/113) and Socioeconomically Disadvantaged (91/113) subgroups.	Tafoya will decrease the number of students chronically absent by at least 3%. We will decrease the number of socioeconomically disadvantaged students by at least 14.
Student sense of safety and school connectedness		
Suspension rate	0.003% of students (3 students total) were suspended in the 20-21 school year.	Suspension rates will maintain at the minimal amount.
Parent/family satisfaction on California Healthy Kids Survey, on key indicators	Based on the Healthy Kids Survey, 24 Parents responded. This included 100% agreeing or strongly agreeing school goes out of their way to help students, cares about students, and has high expectations. 100% felt their children were safe at school, but 71% felt the school helps students to resolve conflict, and 16% felt bullying was a large problem.	100% of parents will continue to feel that their children are safe at school. We will increase parents' feelings about resolving conflicts from 71% to 85%, and decrease their feelings about bullying to below 10%. We will increase the parent response rate to 25% or higher.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	We met our goals in all areas except Kinder in both ELA and Math AND 3rd grade ELA. Kinder 13% (ELA) and 12% (Math) met their growth target on the most recent diagnostic (March 2022) First 26% (ELA) and 13% (Math) met their growth target on the most recent diagnostic (March 2022)	We will increase the percentage of students meeting their growth targets by 10% in both ELA and Math for all grade levels below 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Second 42% (ELA) and 26% (Math) met their growth target in (March 2022)</p> <p>Third 34% (ELA) and 29% (Math) met their growth target on the most recent diagnostic (March 2022)</p> <p>Fourth 49% (ELA) and 29% (Math) met their growth target on the most recent diagnostic (March 2022)</p> <p>Fifth 51% (ELA) and 46% (Math) met their growth target on the most recent diagnostic (March 2022)</p> <p>Sixth 60% (ELA) and 56% (Math) met their growth target on the most recent diagnostic (March 2022)</p>	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to cultivate a climate of support and compassion toward students by providing teachers, parents/guardians, support staff, Probation Staff, and administrative staff professional development in Positive Behavior Interventions and Supports (PBIS), and trauma-informed practices through Multi-Tiered Systems of Support in order to learn strategies to engage and address issues with at-risk youth. This will include engaging all stakeholders in all areas of students' education and social-emotional needs. The counselor will continue with bi-weekly lessons.

*Professional development (PD) for ALL Tafoya Staff (California School Employees Association members and Woodland Education Association members) on Positive Behavioral Interventions and Supports (PBIS) and Trauma-Informed Practices

*Materials and Supplies

*Parent/Family Engagement

*Improvement of school culture and climate through the use of murals, arts, signage, etc.

*Restorative Practices

*Community Circles

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,200	Supplemental/Concentration
1,800	Title I Part A: Parent Involvement
2,000	Title I Part A: Basic Grants Low-Income and Neglected
83,000	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide professional learning, focused collaboration opportunities, and schoolwide, consistent use of pacing guides and adopted curriculum to support best first instruction in mathematics through the use of Professional Learning Communities (PLCs) that share strategies, create rubrics, and develop informal common assessments to determine student needs for intervention or acceleration. Provide strategic support for students below grade level and those that need acceleration, focusing on early intervention.

* Common Planning Time

* Professional learning opportunities

* Materials and supplies to support differentiation with an emphasis on English learners and students with disabilities

* Materials and supplies to support intervention with an emphasis on English learners and students with disabilities

* Substitutes

* Release time

* Intervention instructors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
41,250	Title I Part A: Basic Grants Low-Income and Neglected
25,935	Supplemental/Concentration
118,219.00	CSI

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2.1 Our work with Positive Behavioral Interventions and Supports (PBIS) has been able to continue this year, and successfully. We have fully grown out of our school store along with all classrooms having their classroom stores. We have strongly implemented our PBIS strategies in all of our classrooms. With this, we have also implemented a strong office referral system to make a stronger connection between home and school and what is happening during the school day. We have been able to integrate training throughout the year, but that did not cost. We provided PD at the end of the year and at the beginning of this school year around PBIS. This will help continue to facilitate our work for next year. We have solidified proper PBIS matrices that are now being used by ALL grade levels and classrooms, along with a universal rewards system. All students have the opportunity to earn items through the use of the program and earning points. Where we do need some work is around meeting the needs of the students in Tier 2 and Tier 3 (most extreme and disruptive). In order to effectively support these students more staffing and behaviorally experienced staff are needed.

2.2 Throughout the year, teachers have been providing small groups to students throughout their instructional day. Some students are provided additional small group time with a full-time intervention teacher. The intervention began at the beginning of the year - we are serving 170 students (23%). Half of the students involved in the intervention are English Learners. Teachers have had access to all supplies necessary for in-person teaching. New books have been purchased for all students in intervention to have proper books at home that are at their level. Unfortunately, common planning time has been very difficult due to subs. Professional development has been provided throughout the year through the district. Our intentions were to provide Professional Development for math with the UC Davis Math Project during the day and provide substitutes to teachers. However, substitutes were virtually impossible due to the pandemic. The Principal, in late September, was then shifted sites as well, and the Vice-Principal went out on medical leave as well at the beginning of October. At that point, a pivot point had to be made and teachers were asked to voluntarily attend after-school PD, paid at an extended duty rate. This was difficult for teachers to attend due to previous obligations and burnout. Only

Kindergarten and Fourth grade were involved in the optional PD, which has proven to be successful.

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

The major implications of not meeting our expenditures came down to being in a pandemic. The biggest difference in expenditures comes from our Comprehensive Support and Improvement (CSI) budget and Math Project Implementation. We were able to extend our contract with the UC Davis Math Project into next year, which will allow us to continue using our CSI funds to access professional development over the summer for our teachers.

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.

We will be shifting our goals in the current plan from:

2.1 Positive Behavioral Interventions and Supports (PBIS) /Social Emotional Learning (SEL)/Culture

- The strategies will remain the same with the addition of a Behavior Intervention Staff Coach. This position will help coach teachers through various behaviors that are happening in their classrooms with their Tier 2 and Tier 3 behaviors.

2.2 Academics - Intervention/Acceleration

- This will remain the same. We will continue with 2 intervention teachers moving forward.
- Will be adding a metric for measuring intervention success through the use of iReady

We will also be complementing our focus on Comprehensive Support and Improvement (CSI) of Math to focus also on PBIS. This is definitely a need, and we feel that we can continue down the PBIS/SEL/Culture Building through our current work with the staff, but that we need expertise and capacity building within our staff to help support students that more intense needs with the use of a Behavior Intervention Coach. We will also continue to support our work by building capacity in Math instruction which continues to be another HUGE area of need on Tafoya's campus. This would be supported with the use of a Math Coach that would be on campus daily, working with teachers both in and out of the classroom.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

In reviewing the California Dashboard with our stakeholders, the school identified a need to improve ELA (English Language Arts) and math performance of our English Learners. A high chronic absentee rate (independent studies account for even more absences), lack of student connection to the curriculum, and inconsistent supports at school and at home were identified as major causes for gaps in the achievement of our English Learners. A focus on an engaging, rigorous curriculum will improve student proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	Our reclassification rate stayed consistent at 15.7% (33 students)	Will increase the reclassification rate from 15.7% to 20%
English Learner Progress Indicator	42% students showed growth, and is now our new baseline	Will increase the student growth to 50% on the English Learner Progress Indicator.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Strengthen all areas that are not yet fully developed by a measure of 0.5 Baseline on Principle 1: Assets-oriented and Needs Responsive Schools 2.0 Language and cultures are assets 2.5 No single EL profile 3.0 School climate is affirming, inclusive, and safe 2.0 Strong family and school partnerships 2.5 Supporting ELs with disabilities	Continue to increase each area by 0.5 over the course of the year, and to begin making progress on Principle 2.
Number of long term and at risk of long term English	Based on 20-21 Data: 18 students are Long Term English Learners	We will decrease our Long Term English Learners and At-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Learners for elementary (site based)	40 At-Risk of becoming Long Term English Learners	Risk of becoming Long Term English Learners by 10% each.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, students who are English Learners

Strategy/Activity

Increase the performance of English Learners in ELA and Math through implementing targeted interventions and scaffolds, building strong relationships with students and families, and engaging in close monitoring of student progress.

* Intervention instructors (Shared with Goal 2). (50% of students served will be English Learners and 50% will be non-English Learners)

* Release time for student monitoring

* Professional development and coaching - English Language specialist to model and collaborate with staff to implement research-based instructional strategies for integrated English Language Development (ELD) instruction in content areas. English Language specialists will also provide professional learning opportunities to staff.

* Materials and supplies for intervention and support for English learners

* Academic Conferences

* Supplemental materials

* Translations for multiple languages

* Identify students by language proficiency. English Language Specialists to collaborate and provide professional development and learning focused on intervention and differentiation to meet students' needs by proficiency level during content instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
37,250	Title I Part A: Basic Grants Low-Income and Neglected
3,500	Supplemental/Concentration
169	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

I think we did a great job of tracking the amount of ELs receiving intervention, and making sure we are very intentional about our work and providing opportunities for intervention supports in both ELA and Math from Kinder through 6th grade.

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

We met our expenditures in this area.

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

We will be continuing our work moving forward. We will continue to make sure when providing intervention to all students, 50% of those students will include our English Learners. Our focus will be to support our Long Term English Learners, or those at risk of becoming Long Term English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

Through our work with focus groups in 2019-2020 prior to the Pandemic and our focus groups in 2020-2021 and in 2021-2022, we can now see the clear need for more student voice/choice to be implemented throughout the school year. Here were our staff and student responses.

* Unanimously, students felt Little Heroes empower students on campus and help students feel included. They also felt students who normally did not participate, (specifically our female students) at recess found things that they were interested in. Students like that they get to lead activities and be a part of a group of other student leaders. This group of student leaders is chosen by student application, teacher recommendation, and student interview process. This has really helped eliminate unnecessary play fighting, physical fighting, and student verbal altercations throughout recess pre-Pandemic and currently.

* Another area of need for our students is to engage in things that they are interested in while AT school, during the school day. They expressed interest in having different opportunities and clubs to be a part of, but many of our students do not have the opportunity to stay after school. So looking to offer both.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	<p>We want to continue the use of:</p> <p>Little Heroes (promotes leadership on campus, along with after school sports) Student Council (teacher-led) Positive Behavior Intervention and Support (PBIS) Student Officers</p> <p>We will expand: Yolo Arts Woodland Opera House More sports offerings</p>	<p>We want to continue the use of:</p> <p>Little Heroes (promotes leadership on campus, along with after school sports) Student Council (teacher led) Positive Behavior Intervention and Support (PBIS) Student Officers</p> <p>We will expand: Yolo Arts Woodland Opera House More sports offerings</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	More Visual and Performing Arts (VAPA) opportunities after school and connecting with our community (families) and their offerings	More Visual and Performing Arts (VAPA) opportunities after school and connecting with our community (families) and their offerings
Number of extracurricular programs offered	This past year we offered: Positive Behavior Intervention and Support (PBIS) Student Officers Student Council	We would like to continue: PBIS Student Officers Student Council We will expand: More sports offerings More Visual and Performing Arts (VAPA) opportunities after school and connecting with our community (families) and their offerings
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	83% of 3-6 graders provided input for surveys	We will increase our response rate to 95% of 3-6 graders providing input via surveys. We will do this by adding metrics to track teachers.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	19 Students Total Participated in Focus Groups 47% Female/53% Male 37% English Learners 5% Migrant 21% Identified as receiving Special Education 11% Identified as having a 504 11% Identified as a gifted student ~~Background~~ 53% Hispanic 16% White 21% Asian Indian 0% Declined to Respond 5% Filipino 5% Black/African American	We will increase our total students involved in our focus groups to be 1 focus group by grade levels 3-6, which would comprise of 10 students per grade level and ensure no overlap between grade level focus group and student council. We will also continue with our student council being a focus group.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Tafoya Staff will create a healthy and safe environment for every child in which students can exercise autonomy, practice decision-making skills, and improve attendance. Teachers will hold students to high standards and collaborate. All students will be a part of a structured recess program that provides additional scaffolding and instruction to recess activities. Students will help to choose activities for recess, and lead recess activities for their peers. Students will have opportunities for leadership, conflict management, and collaboration with peers. Teachers will be provided with ongoing Professional Development (PD) through the recess program and connect with students to build strong relationships to improve attendance, sense of connectedness, and overall happiness on campus.

*Little Heroes (PD, 1 Full-time Coach)

*Materials and Supplies

*Home Visits

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

42000

911

Source(s)

Supplemental/Concentration

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

After School Extra Curriculars. We will be offering 3 after school extra curriculars for each trimester, with a total of 9 offerings throughout the school year. Each trimester will have 1 class dedicated to K-1, 2-3, and 4-6. Extra Curriculars will include athletics, dance, robotics, and other options that interest students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We are extremely proud, that even through the pandemic, our Little Heroes program has remained intact. All classes K-3 received game time once per week for 30 minutes, which provided physical activity breaks along with Social Emotional Learning (SEL) support in bringing the full class together and encouraging students to attend class. Classes in grades 4-6 received game time once every other week for 30 minutes. Due to COVID, home visits were put on hold by teachers. However, more communication than ever before has been made with families due to the pandemic and having to get creative.

As for WIN time, unfortunately, due to the increasing demands teachers had this year, we opted to put WIN time on hold. Partially, this was due to COVID restraints and trying to reduce class mixing as much as possible to send fewer students home due to COVID guidelines. We thought as the year went on, we would be able to add it. However, we realized this is something we will put on hold for next year as well, and instead we will bring more support to bringing after-school classes back.

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

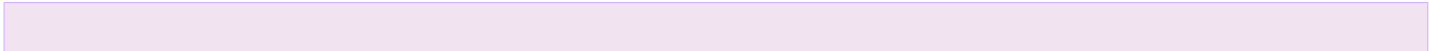
Everything we set aside for Little Heroes was used as set out, and we are very proud of it.

As for WIN time, unfortunately, due to the increasing demands teachers had this year, we opted to put WIN time on hold. Partially, this was due to COVID restraints and trying to reduce class mixing as much as possible to send less students home due to COVID guidelines. We thought as the year went on, we would be able to add it. However, we realized this is something we will put on hold for next year as well, and instead we will bring more support to bringing after school classes back.

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.

We will be reducing the amount of Little Heroes coaches as we feel we are building capacity not only within our students, but also within our staff. Little Heroes is also raising their rates, which would have allotted \$80,000 to the program, which would not leave us much for the rest of the items we would like to offer our students, like after school.

We will also be adding after school programs this year.



Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$93,380
Total Federal Funds Provided to the School from the LEA for CSI	\$201,219
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$387,234.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$201,219.00
Title I Part A: Basic Grants Low-Income and Neglected	\$91,411.00
Title I Part A: Parent Involvement	\$1,969.00

Subtotal of additional federal funds included for this school: \$294,599.00

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$92,635.00

Subtotal of state or local funds included for this school: \$92,635.00

Total of federal, state, and/or local funds for this school: \$387,234.00

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
Jen Buzolich	Parent or Community Member
Alexis Arreola	Other School Staff
Kelsey Barraza	Parent or Community Member
Lyssa Perry	Principal
April Meyer	Classroom Teacher
Martha Magdaleno	Parent or Community Member
Charlotte Hoar	Parent or Community Member
Melinda Prindle	Classroom Teacher
Connie Price	Classroom Teacher
Carrie Galvan	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
Blanca Pérez	English Learner Advisory Committee 05/11/2022

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

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

This SPSA was adopted by the SSC at a public meeting on 5/2/2022.

Attested:



Principal, Lyssa Perry on
5/3/2022



SSC Chairperson, Connie Price on

5/3/2022