2018-19 School Plan for Student Achievement

School: Ramon S. Tafoya Elementary

CDS Code: 57727100000000

District: Woodland Joint Unified School District

Principal: Alison Kasta

Revision Date: 10/11/18

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Ramon S. Tafoya Elementary's Vision and Mission Statements
"Soar Like a Hawk" - We are College-Bound!

On March 31, 2016 Ramon S. Tafoya earned membership to the No Excuses University network of schools.

We earned this recognition by demonstrating a commitment to college readiness and through efforts

to ensure all children meet standards in reading, writing and math, regardless of their challenges.

The No Excuses University Network of Schools helps build a bridge for all students to attend college

as it begins promoting a comprehensive college readiness model starting in kindergarten.

MISSION STATEMENT

It is the mission of Tafoya Elementary School to educate each student by:
- Working collaboratively to provide a high quality, articulated, standards-based instructional program
- Ensuring that each student is proficient in reading, math, writing, the use of technology and critical thinking skills.
- Developing students' ability to work collaboratively, independently and in groups
- Establishing a safe, caring, inclusive school environment
- Providing support systems that neutralize challenges so that all students will succeed
- Developing home-school connections in support of student learning and involving parents in school decision-making
- Using data to evaluate/improve school programs and to inform instruction

VISION STATEMENT

At Tafoya Elementary, everyone takes responsibility to help meet the needs

of our students. We do this by working together to promote a love of

learning as we ensure that each student grows academically and socially. We

hold high expectations for student achievement and a firm belief that all

students will achieve.

Our school community is committed to providing our Tafoya scholars with a

well-rounded, instructional program that prepares them for middle school

and lays the foundation for success in college and the career of their choice.

Students, staff, parents, and community members maintain a positive,

respectful learning environment that promotes perseverance and

responsibility, while empowering students to achieve.

BELIEF STATEMENTS
- Hold high expectations for ourselves and our students.
- Celebrate staff and student successes.
- Participate in ongoing professional development to ensure we are using current research-based programs, practices, and strategies.
- Recognize, respect, and be sensitive to culture and ideological diversity.
- Provide a safe, caring, and respectful learning environment that promotes high academic achievement and personal growth.
- Engage parents and the community in student learning and decision making.
- Engage in reflective practice to ensure we are meeting the needs of the students in a 21st century classroom.

Community and School Profile

School Profile

The city of Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 59,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,041 students in the 2017-18 school year. Ramon S. Tafoya Elementary School operates on a traditional calendar, and during the 2017-2018 school year, 832 students were enrolled in grades kindergarten through six. Student body demographics are detailed in the chart below:

School Enrollment by Ethnicity (2017-18):
African American/Black 2%
American Indian 1%
Asian 13%
Filipino 2%
Hispanic or Latino 61%
Pacific Islander 1%
White 17%
Two or More 2%
None Reported 1%

In March 2016, Ramon Tafoya Elementary was accepted into the No Excuses University Network of schools. We earned this recognition by demonstrating a commitment to college readiness and through efforts to ensure all children meet standards in reading, writing and math, no matter their challenges. The No Excuses University Network of Schools helps build a bridge for all students to attend college as it begins promoting a comprehensive college readiness model starting in kindergarten. As part of the network, Tafoya teachers collaborate, share and learn from schools all over the country to create six exceptional systems: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management, and Interventions.

We believe that the best educational environment is one that is supported by a team of teachers, school staff, families and the community all working together. Parents and families are encouraged to be part of their child's education through volunteering at school, chaperoning trips, and working with their children at home. Our PTA strives to support enrichment for Tafoya students through fundraising and volunteering. This group funds all school field trips and brings in a variety of assemblies each year. They also host family nights, fitness events and a harvest carnival each year.

In 2017-18 Approximately 30% of the students at Tafoya were second language learners, with Spanish, Punjabi and Urdu being the most common languages. Our English Language Specialist runs monthly ELAC meetings attended by 25-30 parents of English learners. This advisory group is active in advocating for the needs of English learners and the school as a whole.

The Tafoya Site Council meets monthly to plan, discuss, review and assess programs, activities and actions in the school site plan. Their advice helps guide Tafoya's action plan for the upcoming school year.
To encourage parent involvement at Tafoya, we have a Parent Liaison who helps connect families to resources, shares information about the school, offers translations and interacts with parents.

We will continue to offer parent education workshops to educate parents on how to support their child's learning and navigate the

educational system as they progress through the grades. We plan to continue these workshops to reach and empower more parents each year.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff members are surveyed formally and informally throughout the year during staff meetings, discussions and academic conferences. In addition, parents are able to share thoughts and opinions at ELAC, SSC, and PTA meetings. Tafoya parents and staff will receive a site survey at the end of the 2016-17 school year to assess programs, needs and successes.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal and vice principal observe classroom instruction and provide constructive feedback to teaching staff on a weekly basis. Observations focus on effective student engagement strategies, higher level questioning strategies, rigor of assignments, student participation in their learning and development of 21st century skills. In addition, the teaching staff participates in peer observations at the site to learn from their colleagues and work on specific instructional goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    As a staff we analyze student data from various local assessments, including but not limited to: formative assessments, SBAC interim assessments, and curriculum-embedded assessments. The data from this analysis informs our instructional practice. We use this data to create school-wide goals in ELA, math and ELD for the school year. We utilize CELDT/ELPAC data to create leveled groups based on language proficiency levels for intensive ELD instruction at each grade level. On-going formative assessment results and district benchmarks are used to monitor student growth and guide instruction and differentiation according to student needs.

    Grade level collaboration occurs on a weekly basis allowing teachers to analyze student achievement data together and plan instructional sequences that reflect areas of student need and strengths. In addition, teachers identify target standards, discuss and agree on instructional strategies and then analyze student data and student work. On-going professional development on data analysis is provided in the use of Illuminate to gather and report student data to review during grade level collaboration. Teachers, EL Specialist, RTI Specialist, Vice Principal and Principal meet twice a year, once in the fall and then in the spring, for Academic Conferences to conduct data analysis and plan interventions to support all students. Our goal through our MTSS team is to provide all students with the academic, social, emotional or behavioral supports that they need to be successful in school.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    Student progress toward mastery of grade level standards is monitored using formal and informal teacher-created and curriculum-embedded assessments. These assessments are on-going and provide data for weekly grade-level collaboration. Additionally, teachers are able to provide students with immediate feedback and reteaching, as necessary. Teachers then collaborate to create mini-lessons, differentiated activities,additional scaffolding strategies, warm up activities, unit study guides, or full lessons to be used for reteaching. Students are re-assessed after additional instruction has been completed to determine the impact of the instruction and next steps. Formal grade level data analysis and planning sessions occur two times per year to examine assessment data, identify content cluster areas for reteaching, and to plan lessons.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    One hundred percent of teachers at Ramon S. Tafoya Elementary meet the requirements for highly qualified staff as outlined in ESSA.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

One hundred percent of our teachers at Ramon S. Tafoya Elementary are appropriately certified in utilization of instructional materials..

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

On-going staff development opportunities are determined by student progress and achievement data and the reflected areas of need. New teachers will be guided to obtain training in existing school programs and receive support in implementation of the most recently adopted curriculum. During the summer of 2018, Tafoya staff will participate in a two-day PLC workshop designed specifically for our school. On-going staff development in GLAD, trauma-informed practices, best first instruction, differentiation and project-based learning is planned throughout the upcoming year.

Ramon S. Tafoya participates in district-sponsored staff development sessions that address instructional strategies and approaches for working with our English Language Learners and students performing below grade level. Student performance on state and local assessments drives the focus areas for these staff development activities. Ongoing formative assessments continue to be evaluated to ensure alignment to the standards. Data from the local assessments is used to plan future instruction and our focus of differentiated instructional practices is implemented to support students' needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Ramon S. Tafoya will continue to receive staff development that outlines strategies to effectively teach all students. Site administrators provide feedback and support in instructional strategies and teacher development. Administration will also provide feedback on an informal and formal basis. All new teachers receive a BTSA Support Provider who provides feedback about their instructional practice on a regular basis. All teachers work with students who are under-performing and they share in the responsibility of providing instruction, differentiation and research-based best practices based on California State Standards to support these students in reaching proficiency in all areas.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers at Ramon S. Tafoya collaborate by grade level, every Wednesday, following a monthly schedule, which is agreed upon by the entire staff: The following is an example of a monthly schedule for Wednesday collaboration time.
- First Wednesday of the month - Schoolwide staff meeting to discuss instruction, assessment, site and district initiatives, and implementation of California State Standards for the current year.
- Second Wednesday of the month -Grade level collaboration: deconstructing key standards to determine future instruction, instructional and intervention planning, identifying effective instructional strategies, lesson vocabulary, and student engagement strategies.
- Third Wednesday of the month – Teachers bring student products to assess collaboratively, monitor student progress, determine lesson effectiveness and next steps for students who are not reaching proficiency in grade level standards.
- Fourth Wednesday of the month – Staff development and teacher discretion

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

We are engaged in a continuous process of aligning our curriculum, instruction, materials, and assessments to the California State Standards. Our district-wide goal is to utilize the staff-created Unit Study Guides to organize and provide instruction in the California State Standards for all students throughout the district. During weekly grade level collaboration meetings and Academic Conferences, teachers identify and deconstruct key standards that will be the focus of future instruction, as well as analyze student work that reflects previously taught standards. These activities assist our teachers in the design and implementation of a coherent instructional program.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

    Teachers create master schedules at the beginning of the year ensuring adequate instructional minutes for each core subject area, which are aligned with State requirements, by grade level. Grade levels also work to integrate social studies and science into their core ELA and mathematics programs. All teachers are continuing the process of implementing California State Standards and strategies into their instruction.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    We are currently following the publishers pacing guides from our math series, Math Expressions and our newly adopted ELA/ELD series, Wonders (K-3 and Benchmark (4-6). Specific time for intervention is built into every grade level's schedule. We reserve 30 minutes for ELA and 15 minutes for math intervention daily. Once needs are identified through grade level meetings or academic conferences, before and after school intervention classes are offered to teach the missing skills.Teachers use Wednesday grade level collaboration time to discuss and share ideas in all areas. Many teachers also choose to meet on their own time.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    All students have access to District adopted, standards-based instructional materials for English Language Arts and mathematics. Science, social studies, and English Language Development instructional materials are being adapted by staff to meet the expectations of California State Standards. Supplementary materials will be purchased when core curricular materials do not adequately align with California State Standards. Supplementary materials will be aligned to California State Standards and support/enhance the core curriculum.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    Teachers at Ramon S. Tafoya use SBE-adopted and standards-aligned textbooks and materials, consistently and with regularity. Teachers incorporate supplemental materials to enhance the adopted curriculum. We are currently utilizing the INSIDE program for targeted intervention in reading/language arts for fourth through sixth grade students who are two or more years behind. In addition, we use a variety of research-based intervention programs to support student learning.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    Funds are used to provide professional development opportunities for staff to develop their repertoire of best practices and improve the instructional program. Substitute teachers are hired to release teachers for individual academic conference meetings with administration and grade level planning days. Teachers are trained to conduct RESULTS assessments on an ongoing basis. The data collected during the assessment days and the academic conferences are then used to develop lesson plans during the grade level planning days. Data is analyzed to target specific areas of need so teachers can differentiate instruction to best meet student need. We have developed an uninterrupted language arts block (Target Time for ELD and Language Arts Strategic Intervention), where students in grades 4-6 are leveled for intensive intervention in fluency, decoding, word analysis, and development of academic language. All students in grades K-3 are leveled for intensive intervention using "SIPPS" for explicit instruction in phonics, fluency and word study. All English language learners receive at least forty-five minutes of leveled English language development daily. Kindergarten teachers provide a full day of kindergarten program for all students to build foundations for success. This structure allows teachers to address deficiencies or provide enrichment. After school tutoring, enrichment, and intervention (ASES Program) is offered for students who need additional support.

14. Research-based educational practices to raise student achievement

Teachers use high quality differentiated instruction to support the needs of all learners. They adhere to instructional minutes and follow pacing guides when planning instruction. They use data to monitor student progress and modify instructional programs. Grade levels share effective student engagement strategies as well as strategies to meet the needs of English Learners. Teachers collaborate weekly to raise student achievement and plan next steps.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Communication is valued by staff, parents and the community. Teacher newsletters, class websites, Tafoya Times, the Connect-Ed automated caller, teacher meetings, staff development, personal parent phone calls, daily bulletins, emails and parent forums are utilized to disseminate valuable information about student learning and activities. Family Education Nights and parent training are offered in English and Spanish to help parent assist children with academics along with social/emotional support at home. Ramon S. Tafoya Elementary has a variety of school-based resources available to assist under-achieving students. They include:

1. A full-time counselor who provides small group and individual intervention and counseling services.
2. Student Success Team that meets once a month to plan all Student Study Team meetings
3. Speech Pathologist
4. Resource Specialist(s), paraprofessionals and push-in teachers who support students with special needs, and plan Individual Educational Plan meetings
5. Psychologist
6. School Nurse
7. EL Specialist
8.   RTI Intervention Specialist
9. ASES program

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ramon S. Tafoya Elementary has an actively operating School Site Council, English Learner Advisory Council, and Parent Teacher Association. All parent groups serve in an advisory role in the development, implementation, and monitoring of school programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

After-School programs are designed to support students who need additional instruction in core curriculum, language development and specific, targeted areas identified by data . During the day a push-in model is used to provide students focused instruction in key concepts that are preventing them from advancing to the proficient level. Push-in teachers are used to support the regular classroom teachers in all K-6 classrooms; supporting students to reach grade level standards. Paraprofessionals provide additional support through intensive intervention, small group guided reading, developing oral language skills and coaching students in establishing and monitoring individual goals. Paraprofessionals also provide front-loading, small group instruction, and primary language support when needed. Additional support in the form of a full time English Language Specialist and a full time Intervention Specialist who work with grades K-6 has been established this year.   All students set reading goals and have access to Accelerated Reader for additional reading practice to meet their goals.

18. Fiscal support (EPC)

Funds are allocated in alignment with the 9 Essential Program Components and the school goals contained in the Single Plan for Student Achievement.

IV. Description of Barriers and Related School Goals

SUMMARY OF GOALS:

Through data collection and analysis, Tafoya teachers will identify, create, monitor and revise effective interventions to close gaps in learning and help students advance academically, socially and behaviorally.
We will increase the percentage of students who demonstrate proficiency by 5% in ELA and math as measured by our district benchmarks, curriculum-embedded assessments and CAASPP.
We will reclassify at least 10% of our English learners as fluent in English.

Ramon S. Tafoya Elementary staff knows that students who make a positive connection with their school and with their teachers do better academically than those students who do not feel that connection. Therefore, an emphasis on maintaining a positive school climate is a must. Specific training on building strong relationships and modeling respect was provided in the summer of 2016.

The Ramon S. Tafoya Elementary School community has spent a considerable amount of time evaluating and analyzing data to determine where to best focus our efforts for this year in order to work toward achieving our goals. For the 2018-19 school year, Ramon S. Tafoya Elementary plans to focus on the following:

1. Creating a balanced literacy program.
2. Providing every student with creative, targeted interventions and supports so they can be successful academically, socially and behaviorally.
3. Developing our MTSS team and systems to provide resources for students, staff and families.
4. Creating a powerful ELD program in combination with ELD embedded instruction to support our English learners and ensure they continue to progress in English.
5. Focusing on the skills of collaboration, communication, creativity and critical thinking to enhance student achievement.

BARRIERS:
1. More and more students are coming to school with a history of trauma. We need to identify these students' needs and provide a system of supports that allows them to access learning and be successful.

2. Tafoya staff members consistently work on increasing their knowledge and use of effective strategies for helping English Learners, students in poverty, and students with special needs excel.

3. Tafoya staff focuses on creating multiple ways for parents to be involved at school and in their child's education. Currently only a few parents hold leadership roles (PTA, SSC, ELAC). We strive to help parents feel welcome and be our partners in all areas of their child's education.

4. We will focus on alternatives to suspension and help transform misbehavior into good decision making and problem solving through our PBIS system.

5. Our average attendance rate is 96% with many students who have excessive excused absences. We will provide incentives, success plans, home visits and other supports to increase school attendance.

6. Our teachers are experienced and have mastered the art of direct instruction. We will provide training on strategies that align with 21st century learning and keep students engaged.

Related goals include: 1. Building capacity in California State Standards instructional strategies, 2. Creating a positive school climate, 3. Using data to provide effective, targeted interventions 4. Ensuring students feel safe, 5. Creating a multi-tiered system of supports for behavior, academic and social emotional needs of students. 6. Increasing staff instructional skills for helping all students succeed.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	134	137	93	134	137	93	134	137	94.9	100	100
Grade 4	129	96	134	126	95	133	126	95	133	97.7	99	99.3
Grade 5	119	128	96	117	128	94	117	128	94	98.3	100	97.9
Grade 6	121	121	128	119	121	127	119	121	127	98.3	100	99.2
All Grades	467	479	495	455	478	491	455	478	491	97.4	99.8	99.2

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2410.5	2398.5	2410.5	18	15.67	14.60	22	20.90	29.93	26	27.61	24.82	34	35.82	30.66
Grade 4	2427.0	2447.0	2443.1	13	17.89	14.29	21	23.16	24.06	24	23.16	18.80	43	35.79	42.86
Grade 5	2476.1	2447.1	2483.1	8	7.81	18.09	27	22.66	27.66	31	22.66	20.21	34	46.88	34.04
Grade 6	2534.1	2509.3	2506.2	16	9.92	9.45	39	29.75	32.28	27	35.54	29.92	18	24.79	28.35
All Grades	N/A	N/A	N/A	13	12.55	13.85	27	24.06	28.51	27	27.41	23.63	32	35.98	34.01

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	17.91	19.71	45	41.04	51.09	34	41.04	29.20
Grade 4	13	18.95	18.80	41	50.53	49.62	45	30.53	31.58
Grade 5	15	9.38	26.60	44	44.53	41.49	41	46.09	31.91
Grade 6	20	12.40	14.96	52	53.72	48.82	28	33.88	36.22
All Grades	17	14.44	19.55	45	47.07	48.27	37	38.49	32.18

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	13.43	16.06	53	48.51	43.07	31	38.06	40.88
Grade 4	17	14.74	15.04	43	46.32	46.62	40	38.95	38.35
Grade 5	14	9.38	20.21	54	46.09	37.23	32	44.53	42.55
Grade 6	22	11.57	13.39	55	55.37	55.12	23	33.06	31.50
All Grades	17	12.13	15.89	51	49.16	46.03	32	38.70	38.09

Writing
Producing clear and purposeful writing

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	15	17.16	13.87	66	57.46	67.15	19	25.37	18.98
Grade 4	9	12.63	13.53	71	65.26	69.17	21	22.11	17.29
Grade 5	9	4.69	13.83	74	66.41	63.83	17	28.91	22.34
Grade 6	18	10.74	12.60	66	75.21	66.93	15	14.05	20.47
All Grades	13	11.30	13.44	69	65.90	67.01	18	22.80	19.55

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	22	15.67	18.98	52	53.73	56.20	27	30.60	24.82
Grade 4	14	25.26	15.79	52	48.42	45.11	33	26.32	39.10
Grade 5	21	15.63	25.53	62	39.84	41.49	18	44.53	32.98
Grade 6	37	22.31	21.26	52	54.55	55.12	11	23.14	23.62
All Grades	23	19.25	19.96	55	49.16	50.10	22	31.59	29.94

Conclusions based on this data:

1. All language arts areas declined between 15-16 and 16-17. Listening and Research Inquiry are our highest areas even though they declined as well.
2. Intentional, rigorous instruction must be made in the areas of reading and writing to support student achievement.
3. Targeted interventions based on data analysis should be utilized to support students with gaps in their learning.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	98	134	137	94	133	137	94	133	137	95.9	99.3	100
Grade 4	129	96	134	126	95	133	126	95	133	97.7	99	99.3
Grade 5	119	128	96	117	128	95	117	128	95	98.3	100	99
Grade 6	121	121	127	120	121	126	120	121	126	99.2	100	99.2
All Grades	467	479	494	457	477	491	457	477	491	97.9	99.6	99.4

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2420.5	2405.5	2397.0	12	15.04	8.76	30	20.30	24.09	34	22.56	25.55	24	42.11	41.61
Grade 4	2429.1	2453.7	2442.1	4	10.53	10.53	21	27.37	21.05	37	36.84	28.57	39	25.26	39.85
Grade 5	2456.9	2443.3	2477.4	3	2.34	18.95	16	15.63	8.42	28	28.13	28.42	52	53.91	44.21
Grade 6	2511.2	2497.1	2493.5	16	11.57	12.70	22	17.36	20.63	29	34.71	25.40	33	36.36	41.27
All Grades	N/A	N/A	N/A	9	9.85	12.22	22	19.71	19.35	32	29.98	26.88	38	40.46	41.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	23.31	16.06	44	34.59	34.31	31	42.11	49.64
Grade 4	8	20.00	20.30	32	38.95	28.57	60	41.05	51.13
Grade 5	9	10.94	22.11	30	27.34	25.26	62	61.72	52.63
Grade 6	26	18.18	23.02	33	33.06	26.98	42	48.76	50.00
All Grades	16	18.03	20.16	34	33.12	29.12	50	48.85	50.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	15.79	13.87	49	36.09	43.80	39	48.12	42.34
Grade 4	9	11.58	13.53	41	47.37	40.60	50	41.05	45.86
Grade 5	7	4.69	17.89	30	37.50	32.63	63	57.81	49.47
Grade 6	14	13.22	11.11	46	40.50	42.86	40	46.28	46.03
All Grades	10	11.32	13.85	41	39.83	40.53	49	48.85	45.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	15.04	16.79	57	47.37	46.72	21	37.59	36.50
Grade 4	8	17.89	13.53	40	41.05	34.59	52	41.05	51.88
Grade 5	5	7.81	16.84	39	37.50	30.53	56	54.69	52.63
Grade 6	15	14.88	16.67	55	42.98	41.27	30	42.15	42.06
All Grades	12	13.63	15.89	47	42.35	38.90	41	44.03	45.21

Conclusions based on this data:

1. Overall achievement in mathematics has increased in grades 3 & 4 and declined in grades 5 & 6. Overall participation rate is excellent.

2. We will provide more tools and manipulatives to use in problem solving.

3. Explicit instruction will be provided in breaking apart more complex problems and solving the various parts separately.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	6	14		17	29		33	14		33	43		11		
1	2	24		37	35		51	31		7	11		2		
2	6	15		31	35		48	41		13	7		2	2	
3	15	5		25	30		38	33		18	23		5	9	
4	2	13		43	47		30	34		11			13	6	
5	15	23		44	28		41	33			13			3	
6	3	13		39	43		26	39		13	4		19		
Total	7	16		35	35		39	34		12	11		7	3	

Conclusions based on this data by levels:

1. Continue on-going progress monitoring to have up-to-date data. Check on students who are at levels 4 and 5 to see why they have not been reclassified.
2. Ensure that students who are ready get reclassified as fluent and students who need extra support are identified and receive targeted intervention based on individual needs
3. Identify and implement strategies designed to help English learners at levels 3 and 4 become fluent English speakers before they move on to middle school. By focusing on building vocabulary, encouraging student talk, and teaching detailed and integrated writing in all areas, students will have the skills needed for reclassification.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	5	3		8	8		30	33		39	36		19	19	
1	2	22		36	33		52	31		7	12		2	2	
2	5	15		32	33		46	40		14	10		2	2	
3	15	4		24	30		37	30		17	24		7	11	
4	4	12		43	48		30	33		11			13	6	
5	17	23		45	28		38	33			13			3	
6	6	13		36	43		24	39		12	4		21		
Total	7	14		30	31		37	34		17	15		10	6	

Conclusions based on this data by levels:

1. The scores fall in a bell curve with the majority of our English Learners falling in the Intermediate and Early Advanced levels.

2. On-going progress monitoring will help identify specific areas of need so we can focus our interventions.

3. Teachers need to incorporate ELD strategies in all content areas so students learn academic language.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	6	1
English Learner Progress (1-12)	🟢	1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	🟠	6	5
Mathematics (3-8)	🟠	6	5

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Great effort is put into supporting our English learners. We will continue to provide targeted ELD instruction, embedded ELD in content areas and personal goal setting meetings.

2. Our academic progress in ELA and math is not where it needs to be. As a staff we will review our data to help guide rigorous instruction and needed interventions.

3. We provide multiple alternatives to suspension including counseling, conflict resolution, logical consequences and explicit instruction in social/emotional learning. For this reason, our performance level is in the green range.

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		871	Medium 1.8%	Declined Significantly -2.2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		871	Medium 1.8%	Declined Significantly -2.2%
English Learners		294	Very Low 0.3%	Declined Significantly -2.1%
Foster Youth		9	*	*
Homeless		28	Very Low 0%	Declined Significantly -7.9%
Socioeconomically Disadvantaged		577	Medium 2.1%	Declined Significantly -1.9%
Students with Disabilities		112	High 5.4%	Increased +0.4%
African American		13	Very Low 0%	Maintained 0%
American Indian		6	*	*
Asian		115	Low 0.9%	Maintained -0.1%
Filipino		17	Very Low 0%	Maintained 0%
Hispanic		536	Medium 1.7%	Declined Significantly -1.8%
Pacific Islander		10	*	*
Two or More Races		22	High 4.6%	Declined Significantly -3.8%
White		148	High 3.4%	Declined Significantly -5.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. When we review our suspension data, we see that it is almost all boys with aggression and defiance issues. We offer individual and group counseling to help build coping and problem solving skills.

2. The data indicates a need to ensure that we review why our students with disabilities have a higher rate of suspension than the group as a whole. Does the behavior come from frustration about learning?

3. Even though we have some areas that appear to be "high", we must also note that for most groups suspensions have declined significantly.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		286	High 75.9%	Maintained +1.0%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.3%	Declined Significantly -2.1%
English Learner Progress (1-12)		High 75.9%	Maintained +1.0%
English Language Arts (3-8)		Low 42.1 points below level 3	Declined -12.3 points
Mathematics (3-8)		Low 60.5 points below level 3	Declined -4.7 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Our data indicates that our English Learners are not performing at a proficient level in ELA and math.

2. Our ELs perform at the same level as our student body as a whole.

3. Our English learners have an extremely low suspension rate.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)		466	Low 33.5 points below level 3	Declined -13.5 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		466	Low 33.5 points below level 3	Declined -13.5 points
English Learners		216	Low 42.1 points below level 3	Declined -12.3 points
Foster Youth		2	*	*
Homeless		12	Low 61.5 points below level 3	Increased +6 points
Socioeconomically Disadvantaged		314	Low 47 points below level 3	Declined -11.2 points
Students with Disabilities		78	Very Low 109 points below level 3	Increased +5.8 points
African American		4	*	*
American Indian		4	*	*
Asian		54	Low 7.6 points below level 3	Declined Significantly -17.8 points
Filipino		6	*	*
Hispanic		311	Low 44.4 points below level 3	Declined -9.4 points
Pacific Islander		7	*	*
Two or More Races		11	Low 39.6 points below level 3	
White		67	Medium 1 points above level 3	Declined Significantly -21.5 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	117	Medium 2 points above level 3	Declined Significantly -40.1 points
EL - English Learner Only	99	Very Low 94.2 points below level 3	Declined Significantly -18.5 points
English Only	229	Low 32 points below level 3	Declined Significantly -17.6 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Almost all of our subgroups fall in the orange band. Our white students fall in the yellow band. There was a significant decline across the subgroups.

2. During the year we will practice answering questions and solving problems in the format the students will see on the test.

3. We will use specific data from each area to target the specific skills students need.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)		466	Low 50 points below level 3	Declined -5.1 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		466	Low 50 points below level 3	Declined -5.1 points
English Learners		216	Low 60.5 points below level 3	Declined -4.7 points
Foster Youth		2	*	*
Homeless		12	Low 60.8 points below level 3	Increased Significantly +48.8 points
Socioeconomically Disadvantaged		314	Low 63.1 points below level 3	Declined -4.5 points
Students with Disabilities		78	Very Low 122.3 points below level 3	Increased +10.3 points
African American		4	*	*
American Indian		4	*	*
Asian		54	Low 26.2 points below level 3	Declined -8.8 points
Filipino		6	*	*
Hispanic		311	Low 63.4 points below level 3	Declined -4.6 points
Pacific Islander		7	*	*
Two or More Races		11	Low 35.9 points below level 3	
White		67	Medium 11.3 points below level 3	Increased +3.5 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	117	Medium 25 points below level 3	Declined Significantly -20.7 points
EL - English Learner Only	99	Very Low 102.5 points below level 3	Declined -13.8 points
English Only	229	Low 46.3 points below level 3	Declined -8.8 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. All subgroups need explicit, direct instruction and opportunities for creative thinking and explaining reasoning,

2. Almost all subgroups show a decline in scores.

3. Data analysis will need to be completed to determine specific areas of focus for instruction and intervention.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	74.8%	75.9%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator		
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts	20 points below level 3	33.5 points below level 3
Mathematics	44.9 points below level 3	50 points below level 3

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts		
Mathematics		

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ⬤ Red (Lowest Performance) ⬤ Orange ⬤ Yellow ⬤ Green ⬤ Blue (Highest Performance)

Conclusions based on this data:

1. Over 75% of our English learners made progress towards English proficiency, an increase of 1.1%.

2. On average our students perform 25-30 points below level 3 in ELA and 45-50 points below level 3 in math.

3. Best first instruction and interventions must be specific and targeted to help fill in gaps in learning.

School and Student Performance Data

School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	4% (36)	1.8% (16)

Conclusions based on this data:

1. Suspensions decreased by more than 50% in one year.

2. Alternative means of correction and tier II interventions will be our primary form of discipline.

3. We will continue to focus on social/emotional awareness, class meetings, conflict resolution and responding to individual needs.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students		🟢	🟢		🟠	🟠	
English Learners		🔵			🟠	🟠	
Foster Youth							
Homeless							
Socioeconomically Disadvantaged		🟢			🟠	🟠	
Students with Disabilities		🟠			🟠	🟠	
African American							
American Indian							
Asian		🟢			🟠	🟠	
Filipino							
Hispanic		🟢			🟠	🟠	
Pacific Islander							
Two or More Races							
White		🟡			🟡	🟢	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Strengthening academics needs to be an area of focus for all student groups.

2. Review suspension data for students with diabilities to determine what suspensions are for and be proactive in developing plans to support students and/or work on problem areas/times.

3. Our English learners are averaging the same academic levels as the school as a whole.

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.
Data Used to Form this Goal:
LCAP Goal 1: Literacy: Grade level proficiency in literacy is essential by 3rd grade. Numeracy: Students are ready for Math 1 in 9th grade. The results of the 2016-17 SBAC assessment show that approximately 37% of Tafoya students are at or above standard in English Language Arts and 30% are at or above standard in Math. These scores have declined from the previous year with a 3% drop in ELA and an 8% drop in mathematics. We analyzed our data and determined that reading fluency and comprehension are strengths. Listening for details, selecting multiple correct answers, communicating reasoning, and writing were our weakest areas. In math, we will focus on teaching students to apply concepts and procedures they have learned. When we analyze our data further, we see that our English learners and students with disabilities are struggling with ELA and Math more than the total student group.   Accelerated Reader Data Average Student Growth by grade level (2016-17) Beg. End Change 2 2.1 2.9 +.8 3 2.6 3.3 +.7 4 3.5 4.4 +.9 5 3.9 4.4 +.5 6 N/A   CAASPP Results English Language Arts 2016 2017 change

Exceeds   13.8% 12.5% -1.3
Met   27.3% 24.4% -2.9
Nearly met 26.6% 27.3% +.7
Not met   32.3% 35.8% +3.5

CAASPP Results
Mathematics
2016 2017 change
Exceeds   8.7% 10.0% +1.3
Met   21.5% 19.8% -1.7
Nearly met 32.0% 29.9% -2.1
Not met   37,8% 40.3% +2.5

In looking at our benchmark and classroom data, we find just the opposite ratio. About 65% of our students are reaching proficiency on our local assessments with 35% needing re-teaching and extra support to be successful.

iReady Student Growth Report for Reading
Two-year Comparison, initial to mid-year

2016 2017
Schoolwide 69%   98%
2   70% 78%
3   64% 43%
4   64% 88%
5   57% 118%
6   90% 179%

iReady Student Growth Report for Math
Two-year Comparison, initial to mid-year

2016 2017
Schoolwide   61% 65%
2   52% 66%
3   49% 44%
4   58% 68%
5   49% 68%
6   95% 85%

English Learners:
Twenty-three percent (59) of our English learners were reclassified as fluent English speakers in 2017-18. Approximately 80% of English learners increased one or more CELDT

levels over the course of one year.

21st Century Skills: critical thinking, collaboration, creativity and communication
Grade level discussions and informal observation indicate that the four areas above need to be taught systematically and explicitly.

Findings from the Analysis of this Data:

Students continue to show growth in their reading levels and in reaching iReady goals. We have show little or no growth on state assessments. Teachers will focus on best first instruction and targeted intervention. They will share strategies with parents at parent nights and conferences to help learning continue at home. Tafoya will use categorical dollars to create smaller learning groups and target instruction to help increase proficiency among all students.
In the area of mathematics, Tafoya teachers will focus on developing effective assessments to be used to plan instruction. Teachers will focus on developing 21st century skills: critical thinking, collaboration, creativity and communication. Tafoya will use categorical dollars to provide staff development in 21st century skills.

How the School will Evaluate the Progress of this Goal:

, Teachers will monitor student progress on an on-going basis using formative assessments, formal and informal, to determine necessary changes in instruction and approach. Reteaching will be utilized as appropriate. The following assessments will be used:
- CELDT/ELPAC
- curriculum embedded assessments
- district benchmark assessments
- RESULTS reading assessment data
- student work samples and teacher observation
- summative assessments
- ELA standards-based assessment data
- Writing samples

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Grade level proficiency in literacy and numeracy 1.1 Focus on California State Standards Teachers will use the district-adopted instructional materials and supplemental materials as appropriate to engage students in California State Standards lessons in ELA and math. Staff development will be provided to support effective instruction in the focus areas that support under-achieving students in meeting proficiency of the California State Standards and English Language Development.. Supplemental resources and materials will be purchased as needed to support effective instruction in ELA and math in the focus areas that support under-achieving students in meeting proficiency of the California State Standards. Appropriate media and technology will be utilized to ensure full implementation of the language arts and mathematics programs and to supplement for identified areas of need. All teachers will post and use content and language objectives to engage	8/22/2018-6/7/2019	Classroom teachers Specialists Administration	Instructional products - material, supplies and copies to support the instructional program.	Site Discretionary	4559.00
			Instructional products - material, supplies and copies to support the intervention programs.	Supplemental/Concentration	4322.00
			Professional Development - contracts and registrations	Title I Part A: Basic Grants Low-Income and Neglected	2000.00
			Substitutes for professional development	Supplemental/Concentration	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
students in their learning .					
1.2 Student Engagement, Interventions and Language Development Strategies All teachers will use agreed upon key standards, student engagement strategies, and assessments to guide instruction and to build coherence by grade level and across the school. Teachers will identify and use strategies that focus on high levels of student engagement, developing academic vocabulary, and conceptual reasoning. The 21st century skills of critical thinking, collaboration, creativity and communication will be taught explicitly by all teachers. Targeted Intervention instructors and push-in tutors will be assigned to the K-6 teams. Teachers will use flexible grouping to assist students in small group standards-based literacy instruction. Push-in para-professionals and intervention instructors will provide additional support for under-performing students in ELA, math and content areas to boost student achievement. Provide materials and schoolwide	8/22/2018-6/7/2019	Classroom teachers Specialists Administration Substitutes Para-professionals	Targeted Intervention Instructors	Supplemental/Concentration	80000.00
			Substitutes and extra duty pay for extended teacher collaboration beyond contracted requirements	Supplemental/Concentration	8000.00
			Push-in paraprofessionals	Title I Part A: Basic Grants Low-Income and Neglected	35214.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
activities that motivate under-performing students to become lifelong readers: AR Reading Campaign, Read Across America, Novel Knowledge Reading Competition) Teachers will research, learn about and implement strategies for teaching California State Standards, including the 21st century skills of collaboration, perseverance, problem solving, and higher level thinking skills that address under-performing students' needs, Teachers will participate in peer observation and collaboration to improve their craft and enhance teaching and learning.					
1.3 Assessment and Data Analysis to Guide Instruction All teachers will use results from district benchmarks, curriculum-embedded assessments and Tafoya teacher-made assessments to guide instruction. Results of data analysis will lead to the creation of schoolwide goals and areas of focus. Grade levels will create common lessons and assessments focused on these identified goals. Progress will be tracked on scoreboards. Teachers will use data to differentiate	8/22/2018-6/7/2019	Classroom teachers Specialists Administration Support staff	Substitutes for Academic Conferences and leadership planning meetings	Supplemental/Concentration	5000.00
			Incoming kinder assessments	Supplemental/Concentration	1500.00
			Summer kinder readiness camp	Supplemental/Concentration	2000.00
			RESULTS testers/substitutes to provide on-going, individualized assessments	Supplemental/Concentration	4000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
lessons to meet individual student needs during core instruction. Front loading, sentence frames, and reteaching are examples of the type of scaffolding teachers will use to support struggling learners during core instruction. Small groups and scaffolding will be present in all classes to support students. Teachers will participate in Academic Conferencing and collaborative planning to discuss data and ways to support struggling students. Wednesday grade level meetings will be used to collaborate, plan implementation of strategies, analyze data, develop Unit Study Guides and assessments, and monitor pacing. Assessments of pre-kinders will be done to to determine kinder readiness and plan interventions. Kinder Readiness Camp will be held to support under-performing incoming kindergartners who do not show mastery of basic readiness and ELA skills prior to entering kindergarten. Teachers will utilize reading assessments such as RESULTS or the DRA to assess all students school-wide in language arts to determine interventions for under-performing students. Certificated teachers will be provided to conduct assessments and/or					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
provide time for teachers to assess their own students. (RESULTS) Substitute teachers will be provided for the leadership team to meet to analyze data, develop interventions and reteaching plans for under-performing students.					
1.4 After School Supervision and Enrichment (ASES) School staff will have ongoing collaboration with ASES coordinator and staff regarding enrichment and ELA and math intervention activities aligned with California State Standards and school-wide goals. Students who qualify will be invited to participate in the ASES (after school) program as necessary for additional intervention and enrichment. A coordinator will assist in tutor recruitment and monitoring, compliance monitoring, enrichment activity implementation, and instruction of the ASES program. Materials and supplies will be purchased for the ASES programs to provide intervention and enrichment to under-performing students. A music teacher will provide enrichment for the ASES program.	8/22/2018-6/7/2019	Classroom teachers Administration ASES tutors ASES Coordinator ASES music teacher	ASES Coordinator ASES Tutors ASES Music Teacher ASES Materials and Supplies	After School and Education Safety (ASES) After School and Education Safety (ASES) After School and Education Safety (ASES) After School and Education Safety (ASES)	30000.00 58000.00 12500.00 4624.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.5 Monitoring progress At the beginning of the school year, teachers will examine benchmark and RESULTS data in ELA by grade level to determine the areas of instructional focus in language arts. Grade level teams will establish specific objectives for their grade level, based on content cluster data. Ramon S. Tafoya staff will continue to collaborate weekly throughout the year to develop strategies and "best practices" for addressing the identified needs in the ELA and mathematics programs. Administration will hold academic conferences by grade level twice a year and one-on-one meetings with teachers to discuss and monitor student progress, plan student interventions, and provide staff development. Teachers will work collaboratively to conduct peer observations designed to help improve instructional techniques and share expertise. A case management team (STAT) will meet bi-weekly with teachers to offer support and ideas for specific struggling students.	8/22/2018-6/7/2019	Classroom teachers EL Specialist RTI Specialist RSP Specialists Administration Substitutes Para-professionals			
1.6 Materials and Supplies	8/22/2018-6/7/2019	Library Clerk Office Coordinator	Accelerated Reader, other supplemental software	Title I Part A: Basic Grants Low-Income and Neglected	12000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Accelerated Reader materials will be purchased to support fluency achievement for all students. Social studies and science will be embedded in language arts; approved supplemental materials will be purchased as needed to support California State Standards and differentiated lessons. As needed, approved supplemental materials will be purchased to ensure student mastery of the California State Standards in English Language Arts and math. Library resources will be enhanced by purchasing expository, non-fiction, and dual language materials as funding allows. Copies will provide supplemental support as needed throughout the year to support under-performing students. Supplies will be purchased for daily classroom and office needs such as paper, pencils etc. Physical Education will be provided for 100 minutes per week for all students.		Administration ASES Coordinator	Copies and leases Office supplies PE Equipment	Site Discretionary Supplemental/Concentration Site Discretionary Site Discretionary	5000.00 5000.00 10000.00 5000.00
1.7 21st Century Skills Additional software and technology will be purchased to support the development of math, ELA and	8/22/2018-6/7/2019	Classroom Teachers Specialists Administration	STEAM materials for enrichment, exploration and encouragement of 21 century skills.	Supplemental/Concentration Site Discretionary	1000.00 1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
problem solving skills. Funds will be used to purchase devices and accessories that will provide 21st century skills that will assist in students becoming college and career ready Teachers will be trained to use technology to help students become 21st century learners. Teachers will participate in site staff development on the 21st century skills of critical thinking, collaboration, creativity and communication.				Title I Part A: Basic Grants Low-Income and Neglected	5000.00

VI. Planned Improvements in Student Performance

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B
All students will graduate high school and be competitively college and career ready through personalized learning.
Data Used to Form this Goal:
LCAP Goal 2: College and Career Ready: • At the elementary level, there is a need for actions and service that address college and career planning and guidance. Attendance at Tafoya has remained consistent at about 96%. Suspensions have decreased from 70 occurrences in 2014-15 to 40 occurrences in 2015-16 to 21 in 2016-17. Tafoya is a member of the No Excuses Network of Schools whose mission is to prepare all students for a future of their choice: college, technical school, or career. Secondary data is provided for reference and guidance for elementary action plans. The percentage of all 9th graders on-track to graduate declined by 3% from Fall 2015 to Fall 2016. The percentage declined for these significant subgroups as well: English Learners (by 10%) Hispanic students (by 3%) White students (by 3%) The passage rate for all Advanced Placement exams decreased by 1% from Spring 2015 to Spring 2016. AP enrollment in 2016-17 increased for Hispanic/Latino students, but declined for Low Income students.

The percentage of 11th graders ready for college level work in ELA increased by 4% from Spring 2015 to Spring 2016. In Math, the percentage increased by 3%.

The percentage of all 10th graders on-track to graduate increased by 2% from Fall 2015 to Fall 2016.

The percentage increased for English Learners (20%) and Hispanic students (6%), and decreased for White students (7%).

At WHS, the percentage of students on track to meet UC/CSU is 40%, an increase

from 2015-16, when the percentage was 38%. At PHS, the percentage of students on

track to meet UC/CSU is 51%, an increase from 2015-16, when the percentage was

44%.

The cohort graduation rate for WHS increased from 93.2% in 2014-15 to 94% in

2015-16. The cohort graduation rate for PHS increased from 94.1% in 2014-15 to

94.3% in 2015-16.

2.9 The cohort dropout rate for all students in the district increased from 5.8% in 2014-

15 to 6.6% in 2015-16.

Findings from the Analysis of this Data:

In analyzing this data from the perspective of an elementary school, we see a variety of avenues to support the goal of graduation from high school for all. Tafoya staff will focus on the importance of good school attendance, building relationships with students and creating lifelong learners. We will continue as a member of the No Excuses University network focusing on college and career readiness, universal achievement and a system of effective interventions. A strong schoolwide positive behavior system will create a safe learning environment and support the social and emotional development of our students. We will focus on high quality ELD instruction and reclassification of English learners to fluent English proficient by sixth grade. A strong focus on intervention will provide struggling learners the opportunity to reach mastery of the California Standards to be prepared for rigorous secondary classes. We will challenge students to be creative, collaborative, critical thinkers and good communicators.

How the School will Evaluate the Progress of this Goal:

On-going monitoring of student discipline records and suspensions.
Review of student progress at collaboration meetings and academic progress with a focus on students who might be GATE or need extra support of some kind.
Review of benchmark data to measure progress toward mastery of the standards.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.1 Provide Support and training NEU Institute – provide training for new staff members to attend No Excuses University Institute to create a culture of universal achievement and college and career readiness. Staff members will present workshops at the NEU National Convention on Building Relationships and reclassifying English learners. Tafoya will hold parent education meetings throughout the year to provide tools, resources and strategies for college preparedness.	8/22/2018-6/7/2019	Parents Classroom teachers Specialists Administration	Professional development - registration	Supplemental/Concentration	2228.00
			Professional development - travel	Supplemental/Concentration	3000.00
			Professional development - substitutes	Supplemental/Concentration	1500.00
			Parent Education workshops - materials, food, childcare	Title I Part A: Basic Grants Low-Income and Neglected	500.00
2.2 Student Engagement and Enrichment Tafoya will offer after school classes that focus on visual and performing arts, technology, group projects (e.g. Nature Bowl) and other enrichment areas. Tafoya will create a "makerspace", a collaborative work space for making, learning, exploring and sharing that uses high tech to no tech tools. Makerspace will include STEAM activities, challenge projects and free exploration. A makerspace coordinator will plan projects, organize materials and work with teachers on creating a space for	8/22/2018-6/7/2019	Parents Classroom teachers Specialists Administration	VAPA Coordinator	Supplemental/Concentration	1000.00
			VAPA Instructors	Supplemental/Concentration	5500.00
			Makerspace Coordinator	Supplemental/Concentration	3500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
students to innovate. Teachers will utilize 21st century student engagement strategies such as : flipped learning, student-led instruction, technology integration, inquiry, and project-based learning					

VI. Planned Improvements in Student Performance

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All students will be successful through the development of targeted and coherent systems of support.
Data Used to Form this Goal:
Goal 3: Suspensions and Expulsions Suspensions 2014/15 – 54 incidents 2015/16 – 35 incidents 2016/17 – 21 incidents Expulsions none Annual Average Attendance rates: 2015-16 – 96.12% 2016-17 – 95.53% 2017-18 – 95.84% Tafoya has the lowest chronic attendance rate in the district. TFI (Tiered Fidelity Inventory)

This annual survey measures the implementation of schoolwide programs to support learners who are struggling. Some examples are:
- Expectations posted schoolwide
- Behavior intervention matrix
- System of rewards
- Regularly scheduled meetings of our site PBIS team (positive behavior intervention and supports)

Below are the percentages showing Tafoya's level of implementation

2015 – 53%

2016 – 83%

Observational data:

Students know to ask adults when they need help.

Students are receiving a wide variety of personalized interventions to support social/emotional needs.

The overall atmosphere in the classrooms is calm and happy.

Findings from the Analysis of this Data:

Focusing on creating a positive school environment and culture has proven effective in decreasing discipline issues and improving relationships with all stakeholders. Finding alternate means of correction has decreased our suspension rate dramatically.

How the School will Evaluate the Progress of this Goal:

We will analyze student academic performance, attendance, character development and leadership and provide recognition at monthly Hawk Assemblies. Our B.E.S.T (Building Effective Schools Together) committee will analyze student suspension trends, evaluate behavior, culture, and discipline issues on campus. Our parent involvement committee will collect data on different ways parents are part of and involved in the school community. Staff will review fifth grade physical fitness assessment data from 5th grade to look for an improvement.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.1 Creating positive classroom/school climate Class meetings will be held on a weekly basis in kindergarten through sixth grade to create a community. Morning meetings will be held daily to create a community of learners and a positive learning environment. School-wide assemblies will be held throughout the year to introduce the "Hawk Way", to define the difference between bullying and conflict, identifying bulling behaviors, dealing with bullies, getting assistance when bullying may occur, and promote college and career readiness for all. Students in grades 4-6 will receive training as "Conflict Managers" and will assume leadership roles, working with grades K-6. Students in grades 4-6 will learn leadership skills through participation in student council. Supplemental supplies/materials that support a positive classroom learning environment may be purchased as needed: Second Step, Character Counts, Setting Limits, etc. Translations will be provided for parent conferences and meetings. A STAT team (student-teacher	8/22/2018-6/7/2019	Classroom teachers Specialists Administration Support Staff Translators	Supplemental Materials and copies	Supplemental/Concentration	2500.00
			Supplies for conflict managers and student council	Site Discretionary	1000.00
			Translations	Supplemental/Concentration	1250.00
			Substitutes for STAT meetings	Supplemental/Concentration	1500.00
			STAT Coordinator stipend	Supplemental/Concentration	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
assistance team) will provide support and intervention ideas for teachers to work with challenging students. A STAT coordinator will schedule, organize and run STAT meetings.					
3.2 Social Development and Behavior Study trips will provide students with real life experiences that support State standards. These study trips will be taken only if sufficient funds can be raised through site based efforts. "Second Step" curriculum will be taught to students in grades K-6, to focus on anger management, impulse control, and positive social interactions. Staff will collaborate with ASES to provide consistency, share ideas and ensure students are getting the intervention support they need. ASES program will provide extra academic support and enrichment. Implementation of school-wide behavioral expectations and systems through the use of B.E.S.T. (Building Effective Schools Together) program and the development of the "Hawk Way": Be Safe, Be Responsible, Be Respectful. Teachers will promote a positive learning environment by posting	8/22/2018-6/7/2019	ASES staff Classroom teachers Specialists Administration Support Staff	Supervisors	Supplemental/Concentration	20000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
examples of good behavior and role models in their classrooms, assisting students in setting behavior,attendance and work habit goals, and using BEST strategies to intervene and support students. A schoolwide discipline system (Setting Limits) will be implemented for consistency and to create a positive, safe learning environment. Supervisors will be hired to connect with students, build positive relationships, and ensure a safe environment.					
3.3 Encourage Regular Attendance/Decrease Suspensions Students will be recognized publicly with incentives and awards during assemblies for perfect attendance. Perfect attendance incentive tags will be awarded to individual students for each month that they have perfect attendance. On a monthly basis, the class with the most days with perfect attendance days will display the perfect attendance trophy (1 per grade level). Administration will work with staff to develop and implement alternatives to suspension to help change	8/22/2018-6/7/2019	Classroom teachers Specialists Administration Support Staff District Attendance Liaison	Student recognition and incentives	Site Discretionary	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
behavior instead of punishing and increase student instructional time. Tafoya will utilize tiered behavior intervention process to provide alternatives to suspension. A district Attendance Liaison reviews our data weekly and contacts families whose children are chronically absent or tardy.					
3.4 Student Recognition Hawk Awards Assemblies are held on a monthly basis and focus on academic and lifeskills. Students will be recognized on a trimester basis for perfect attendance and honor roll. Students will be recognized publicly with incentives and awards for: Academic excellence Academic growth Reading accomplishments English learner reclassification Physical fitness achievement Musicianship Excellence in citizenship Exemplifying positive character traits. Parents will be personally invited to student activities, performances and awards ceremonies.	8/22/2018-6/7/2019	Classroom teachers Specialists Administration Classified Staff	Student recognition	Site Discretionary	1500.00
3.6 Schoolwide events and activities	8/22/2018-6/7/2019	Classroom teachers EL Specialist	Supplies for walking program	Site Discretionary	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Tafoya will create a schoolwide walking program to encourage students to walk daily. Tafoya will participate in schoolwide motivation fitness events (e.g. Jump Rope for Heart). Tafoya staff will work with community and PTA to encourage walking/riding/biking to school. Students will participate in Pennies for Patients service learning project and the NEU Charity of the Year.		RTI Specialist RSP Specialists Administration Students Parents Support staff			

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
Improve the English proficiency and academic achievement of English learners.
Data Used to Form this Goal:
LCAP Goal 4: Improve the English proficiency and academic achievement of English learners

English learner progress toward language proficiency (percentage of students who have increased one or more levels on the CELDT test. e.g. beginner to early intermediate or early advanced to advanced)

2014/15 – 70.6%

2015/16 – 74.8%

2016/17 – 75.9%

CELDT Levels 2016-17 2015-16

Beginning 3% 7%

Early Int. 11% 12%

Intermediate 34% 39%

Early Adv. 35% 35%

Advanced 16% 7%

The following data is evidence that we need to provide high levels of support for our English learners in 2016-17:

SBAC ELA

0% Standard Exceeded

8% Standard Met

30% Standard Nearly Met

62% Standard Not Met

SBAC Math

3% Standard Exceeded

4% S4tandard Met

26% Standard Nearly Met

67% Standard Not Met

59 students were reclassified as fluent English speakers. This exceeded our goal.

Long term English learners continue to need high levels of support.

Academic language is an area that needs to be developed in all of our ELs.

Data from the following reports were used to determine this goal:
- 2015-2016 and 2016-2017 CELDT data results
- minutes from Grade Level Collaboration and whole staff meetings
- curriculum-embedded assessments
- SBAC results

Findings from the Analysis of this Data:

Our students are making excellent progress in the acquisition of English, exceeding the state target of 59%. We must continue to scaffold student learning by increasing academic vocabulary to ensure they are also successful in the content areas. We also have a high percentage of students who have been reclassified as Fluent English speakers. We must continue to designate Target Time to address specific areas of need for English learners and those who have been recently reclassified.

How the School will Evaluate the Progress of this Goal:

On an on-going basis, teachers will monitor by using formative assessments to determine changes in instruction and approach. Reteaching will be utilized as appropriate. Our EL Specialists work with each grade level on embedding ELD instruction and providing support for students who are not progressing adequately. In addition, the following assessments will be used:
- CELDT/ELPAC
- curriculum embedded assessments (Avenues 3x/year)
- Teacher observation
- summative assessments

- ELA standards-based assessment data writing samples

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1 ELD instruction All teachers will identify and group students for English Language Arts intervention and ELD instruction (Target Time). English Learners will be grouped based on CELDT proficiency. All teachers will provide appropriate ELD instruction for English learners Supplemental materials will be purchased to enhance and support English Learners access to core curriculum Push-in support and targeted intervention teachers will provide smaller groups and intervention for English learners. Frequent progress monitoring will be used to plan interventions and meet needs of struggling and under-performing students (including academic conferences).	8/22/2018-6/7/2019	Classroom teachers Specialists Administration Support staff	Supplies, materials and copies to support English language development	Supplemental/Concentration	4000.00
4.2 Reclassification and extra support of English Learners Teachers and parents will participate in professional development to understand the new ELD standards and enhance academic language, student engagement and embedded ELD.	8/22/2018-6/7/2019	Classroom teachers Specialists Administration Parents	Professional development - Travel/conference	Supplemental/Concentration	1500.00
			Professional development - registration fees, contracts, supplies and materials	Supplemental/Concentration	2500.00
			Professional development - substitute and extra duty pay	Supplemental/Concentration	2000.00
				Title I Part A: Basic Grants Low-Income and Neglected	5000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
English learners and RFEP students will be monitored to ensure they are successful. Struggling English learners will be provided with small group targeted instruction.					

VI. Planned Improvements in Student Performance

Excellence for all students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Excellence for all students is supported through meaningful stakeholder engagement.
LCAP Goal 5: Increase parents'/guardians' engagement with their children's education 5.1 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in district sponsored parent education activities. 5.2 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in actively supporting their children's education at home. 5.3 Increase the percentage of parents/guardians from currently underrepresented subgroups engaged in district/school committees and advisory groups.

Data Used to Form this Goal:
LCAP Goal 5: Sign in sheets from PIQE classes, Loving Solutions, site parent workshops, Back to School Night and Open House Attendance at parent-teacher conferences Membership on PTA, ELAC and Site Council Family attendance at reading and science nights Participation in DELAC, Facilities committee, LCAP committee

Findings from the Analysis of this Data:
Parents indicated an appreciation for family nights, parent liaison support and resources, such as bullying presentations.

How the School will Evaluate the Progress of this Goal:
• parent surveys • number of volunteers • increased participation in school events (e.g. Back-to-School Night and Open House) • increased participation in organizations (PTA, ELAC) • increased attendance at parent/teacher conferences

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5.1 Parent Support Systems A parent liaison will provide additional support and resources to parents and families to ensure involvement in their child's education, provide translation, and direct them to community resources. Parent Education workshops will be held on pertinent topics such as gang prevention, bullying, and managing difficult behavior. Tafoya will conduct parent education meetings throughout the year to provide tools, resources, and strategies for families to use at home with their children. Interpreters, daycare and light snacks will be provided at parent workshops and meetings. Translation will be provided to parents to support their involvement in the education of their children. School to home communication will occur via Hawk News (School newsletter), classroom newsletters, Blackboard Connect phone messages, formal and informal conferences, and the school website.	8/22/2018-6/7/2019	Parents Parent Liaison Teachers Support Staff Specialists Administration	Parent Liaison Supplies for copies and materials Food and child care for parent meetings Translations	Supplemental/Concentration Site Discretionary Supplemental/Concentration Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	5400.00 2000.00 3000.00 300.00 1250.00
5.2 Parent Involvement in educational programs	8/22/2018-6/7/2019	Parent Liaison School staff	Family Nights	Title I Part A: Parent Involvement	1483.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Parent volunteers are welcomed into classrooms on a regular basis. The parent involvement team will create multiple opportunities for parents to be involved at school and in their child's education. Family Nights (math, science, art) will be held to connect parents and students and promote a culture of lifelong learning.		Administration Parents			
5.3 Parent Leadership Parent leadership and decision making will be promoted through membership/participation on School Site Council, PTA and ELAC. Meetings will be translated as needed. Parents and families will be invited to participate in PTA sponsored events, fund raisers, programs.	8/22/2018-6/7/2019	Parents School staff Administration			

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
After School and Education Safety	105,124.00	0.00
Supplemental/Concentration	174,950.00	0.00
Site Discretionary	32,559.00	0.00
Title I Part A: Basic Grants Low-Income	60,014.00	0.00
Title I Part A: Parent Involvement	1,483.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School and Education Safety (ASES)	105,124.00
Site Discretionary	32,559.00
Supplemental/Concentration	174,950.00
Title I Part A: Basic Grants Low-Income and Neglected	60,014.00
Title I Part A: Parent Involvement	1,483.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	297,719.00
Goal 2: All students will graduate high school and be	17,228.00
Goal 3: All students will be successful through the	30,750.00
Goal 4: Improve the English proficiency and academic	15,000.00
Goal 5: Excellence for all students is supported through	13,433.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:
It is important that I work to the best of my ability. Therefore, I shall strive to do the following
*Attend school regularly and punctually
*Always try to do my best in my work and my behavior
*Come to school each day prepared with appropriate materials and completed assignments
*Communicate struggles/triumphs to both parents and teachers
*Observe regular study hours
*Conform to rules of student conduct at school and on the bus
*Respect myself, my school, and my community
*Take pride in my school
*Believe that I can and will learn

Parents Pledge:
I want my child to succeed. Therefore, I shall encourage him/her by doing the following:
*Provide for the basic needs of my child so he/she is equipped and prepared to learn
*Provide a home environment that encourages my child to learn
*Motivate my child to attend school regularly and punctually
*Provide appropriate materials, space, and a specific time for my child to study
*Insist that all homework assignments be completed and review my child's
homework regularly
*Communicate regularly with my child's teachers
*Together with the school, provide support in developing positive behaviors in
school and at home
*Support the school discipline policy by reviewing the Parent/Student Handbook
*Talk with my child about his/her school activities every day
*Read daily to/with my child and monitor his/her TV viewing
*Show respect and support for my child, the teacher, and the school
*Read and discuss Tafoya's Parent/Student handbook

Staff Pledge:
It is important that students achieve. Therefore, I shall strive to do the following:
*Believe and ensure that each student can learn
*Provide high quality curriculum and instruction in a safe and supportive learning environment
*Show respect for each child and his/her family
*Come to class prepared to teach
*Provide a safe and caring learning environment where the student will begin to be
responsible for his/her own behavior and learning
*Help each child grow to his/her fullest potential
*Provide appropriate homework experiences
*Enforce school and classroom rules fairly and consistently
*Encourage students and parents by providing information about student progress
*See ways to communicate with parents and involve them in the school program

X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Casey Raubach	(530) 400-2561	2017-18				X	
Stefannie Covarrubias	(530) 402-5165	2017-18			X		
Zachariah Johnson	(530) 723-6833	2018-19				X	
Alison Kasta	(530) 666-4324	N/A	X				
Lynn Samuels	(530) 666-4324	2018-19		X			
Theresa Ewing	(530) 312-2129	2018-19				X	
Jyothi Soto	(520) 252-7643	2017-18				X	
Mariza Carson	(530) 666-4324	2018-19		X			
Sue Patterson	(530) 666-4324	2018-19		X			
Val Krist	(530) 383-1260	2018-19				X	
Numbers of members of each category:			**1**	**3**	**1**	**5**	

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

X   English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Alison Kasta
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Zachariah Johnson
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date