

School Year: 2019-2020



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramon S. Tafoya Elementary	57727100000000	May 6, 2019	June 13, 2019

Purpose and Description

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

Schoolwide Program

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

The School Wide Plan meets the ESSA requirements through:

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

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

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

The use of methods and instructional strategies that strengthen the academic program at Tafoya

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

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
a school and family engagement policy
a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Formal needs assessments were conducted with multiple stakeholder groups at Tafoya including ELAC, School Site Council, our Site Leadership Team, and Tafoya staff as a whole. At each meeting we performed an in-depth review of the most recent California School Dashboard data on Tafoya students' academic performance, attendance, reclassification rate, and suspension rate.

Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

On February 26, a team of Tafoya teachers, specialists and administrators met with district office staff for an in-depth review of Tafoya students' performance data, areas of need, and proposed actions and strategies to support these needs. Areas of concern included math and writing for all students and chronic absenteeism for all, with a specific focus on English Learners.

Similar meetings were held with Site Council on Feb. 28th, ELAC on Feb. 27th, Site Leadership on Feb. 19th, and the whole staff on Feb. 20th. Similar conclusions were reached in every meeting.

Resource Inequities

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

Does not apply

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.5%	0.7%	0.72%	4	6	6
African American	0.9%	1.3%	1.56%	7	11	13
Asian	11.7%	13.2%	13.34%	96	109	111
Filipino	2.1%	2.1%	1.92%	17	17	16
Hispanic/Latino	65.7%	61.6%	60.58%	537	507	504
Pacific Islander	1.5%	1.2%	1.20%	12	10	10
White	14.9%	16.9%	17.43%	122	139	145
Multiple/No Response	2.4%	0.4%	0.84%	20	3	7
Total Enrollment				818	823	832

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	119	111	104
Grade 1	121	115	116
Grade 2	128	123	116
Grade 3	95	133	136
Grade 4	124	96	133
Grade 5	111	128	99
Grade 6	120	117	128
Total Enrollment	818	823	832

Conclusions based on this data:

1. Our school enrollment has remained consistent over the last three years.
2. Based on the student group data, we can see that our Hispanic enrollment is decreasing, while our Asian and white enrollments are increasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	304	273	249	37.2%	33.2%	29.9%
Fluent English Proficient (FEP)	111	111	132	13.6%	13.5%	15.9%
Reclassified Fluent English Proficient (RFEP)	39	48	63	12.6%	15.8%	23.1%

Conclusions based on this data:

1. The percentage of English Learners has declined at a rate of about 4% a year.
2. In reviewing our reclassification data, we find a huge increase in the number of students who have been reclassified over the past three years. 12.6 % to 23.1%. The percentage has almost doubled.
3. The number of Fluent English Proficient students has remained relatively constant.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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 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	2410.	2398.	2410.	18	15.67	14.60	22	20.90	29.93	26	27.61	24.82	34	35.82	30.66
Grade 4	2427.	2447.	2443.	13	17.89	14.29	21	23.16	24.06	24	23.16	18.80	43	35.79	42.86
Grade 5	2476.	2447.	2483.	8	7.81	18.09	27	22.66	27.66	31	22.66	20.21	34	46.88	34.04
Grade 6	2534.	2509.	2506.	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

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	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	

Writing Producing clear and purposeful writing									
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

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. Our participation rate has increased to over 99% in the last two years.
2. Only 20% of our students are below standard in listening. This is a relative strength for us.
3. Writing is an area that needs attention. Almost 40% of our students are below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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

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.	2405.	2397.	12	15.04	8.76	30	20.30	24.09	34	22.56	25.55	24	42.11	41.61
Grade 4	2429.	2453.	2442.	4	10.53	10.53	21	27.37	21.05	37	36.84	28.57	39	25.26	39.85
Grade 5	2456.	2443.	2477.	3	2.34	18.95	16	15.63	8.42	28	28.13	28.42	52	53.91	44.21
Grade 6	2511.	2497.	2493.	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. This is an area of great need. Only 30% of our students are at or above standard.
2. In 4th and 6th grades, the percentage of students below standard has increased by 15% and 5%, respectively.
3. Over half of our students are below standard in concepts and procedures.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1455.3	1464.7	1433.2	40
Grade 1	1486.2	1491.0	1481.1	25
Grade 2	1506.4	1502.6	1509.8	37
Grade 3	1510.3	1511.1	1509.2	32
Grade 4	1518.0	1518.6	1517.0	33
Grade 5	1512.9	1510.0	1514.9	15
Grade 6	1531.8	1532.5	1530.6	18
All Grades				200

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	50.00	11	27.50	*	*	*	*	40
Grade 1	13	52.00	11	44.00	*	*			25
Grade 2	22	59.46	*	*	*	*	*	*	37
Grade 3	*	*	20	62.50	*	*	*	*	32
Grade 4	*	*	22	66.67	*	*	*	*	33
Grade 5	*	*	*	*			*	*	15
Grade 6	*	*	*	*	*	*	*	*	18
All Grades	77	38.50	86	43.00	23	11.50	14	7.00	200

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	23	57.50	*	*	*	*	*	*	40
Grade 1	21	84.00	*	*					25
Grade 2	25	67.57	*	*	*	*	*	*	37
Grade 3	16	50.00	14	43.75	*	*	*	*	32
Grade 4	19	57.58	12	36.36	*	*			33
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*			18
All Grades	120	60.00	60	30.00	13	6.50	*	*	200

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	19	47.50	*	*	*	*	*	*	40
Grade 1	12	48.00	*	*	*	*	*	*	25
Grade 2	22	59.46	*	*	*	*	*	*	37
Grade 3			16	50.00	*	*	*	*	32
Grade 4	*	*	18	54.55	12	36.36	*	*	33
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*	*	18
All Grades	57	28.50	64	32.00	45	22.50	34	17.00	200

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	29	72.50	*	*	*	*	40
Grade 1	21	84.00	*	*			25
Grade 2	29	78.38	*	*	*	*	37
Grade 3	11	34.38	20	62.50	*	*	32
Grade 4	12	36.36	19	57.58	*	*	33
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	11	61.11	*	*	18
All Grades	112	56.00	75	37.50	13	6.50	200

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	47.50	17	42.50	*	*	40
Grade 1	18	72.00	*	*			25
Grade 2	24	64.86	12	32.43	*	*	37
Grade 3	22	68.75	*	*	*	*	32
Grade 4	27	81.82	*	*			33
Grade 5	*	*	*	*	*	*	15
Grade 6	15	83.33	*	*			18
All Grades	134	67.00	58	29.00	*	*	200

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	45.00	16	40.00	*	*	40
Grade 1	13	52.00	*	*	*	*	25
Grade 2	23	62.16	*	*	*	*	37
Grade 3			23	71.88	*	*	32
Grade 4	*	*	25	75.76	*	*	33
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	*	*	13	72.22	18
All Grades	59	29.50	89	44.50	52	26.00	200

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	16	40.00	13	32.50	11	27.50	40
Grade 1	*	*	14	56.00	*	*	25
Grade 2	17	45.95	20	54.05			37
Grade 3	*	*	27	84.38	*	*	32
Grade 4	*	*	23	69.70			33
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	15	83.33			18
All Grades	66	33.00	120	60.00	14	7.00	200

Conclusions based on this data:

1. Overall our students performed very well on the ELPAC. Eighty-one percent of our English Learners scored a 3 or a 4.
2. The domain with the highest number of beginners is writing.
3. Thirteen students in sixth grade are still at the beginning level in reading.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
832	63.2%	29.9%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	249	29.9%
Foster Youth	5	0.6%
Homeless	18	2.2%
Socioeconomically Disadvantaged	526	63.2%
Students with Disabilities	96	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.6%
American Indian	6	0.7%
Asian	111	13.3%
Filipino	16	1.9%
Hispanic	504	60.6%
Two or More Races	20	2.4%
Pacific Islander	10	1.2%
White	145	17.4%






Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students with 60.6%.
2. Our white student group and our Asian student group make up our next two largest groups with 17.4% and 13.3% respectively.
3. A large percentage (63.2%) of our population is identified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our performance in math is one level lower than ELA.
2. ELA, Suspension and Chronic Absenteeism are all in the middle range (yellow).

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 24.7 points below standard Increased 8.9 points 484 students	<p>English Learners</p>  Orange 40.3 points below standard Maintained 1.8 points 221 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Yellow 39 points below standard Increased 8 points 318 students	<p>Students with Disabilities</p>  Orange 103.2 points below standard Increased 5.8 points 72 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 3.8 points below standard Increased 3.9 points 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.6 points below standard Increased 6.8 points 316 students	 No Performance Color 4.7 points above standard Increased 44.4 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Yellow 3.8 points above standard Maintained 2.7 points 66 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.7 points below standard Declined -7.5 points 94 students	5.1 points above standard Increased 3.1 points 127 students	16.9 points below standard Increased 15.1 points 242 students

Conclusions based on this data:

- All student groups maintained or increased their scores except our current English Learners who declined 7.5 points.
- Three groups are above standard overall: Reclassified English Learners, White, and Two or more races.
- Students with Disabilities and English Learners have scores that are more than 100 points below standard.

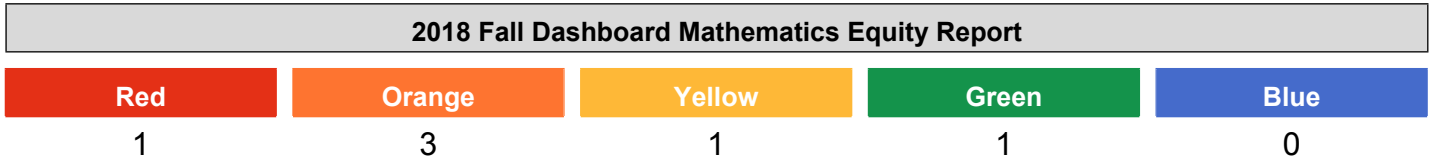
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 47.9 points below standard Maintained 2.1 points 484 students	<p>English Learners</p>  Orange 61.7 points below standard Maintained -1.2 points 221 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Orange 62.5 points below standard Maintained 0.6 points 318 students	<p>Students with Disabilities</p>  Red 133.9 points below standard Declined -11.6 points 72 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 21.6 points below standard Increased 4.6 points 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 61.7 points below standard Maintained 1.7 points 316 students	 No Performance Color 26 points below standard Increased 9.9 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Yellow 19.1 points below standard Declined -7.8 points 66 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.3 points below standard Declined -11.8 points 94 students	22.8 points below standard Maintained 2.2 points 127 students	42.3 points below standard Increased 4.1 points 242 students

Conclusions based on this data:

1. All student groups are below standard.
2. Two groups are significantly lower than the others: Current English Learners and Students with Disabilities with 114.3 and 133.9 points from standard, respectively.
3. We need to focus on math instruction.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
200	38.5%	43%	11.5%	7%

Conclusions based on this data:

1. More than 80% of our students scored at level 3 and level 4, well or moderately developed.

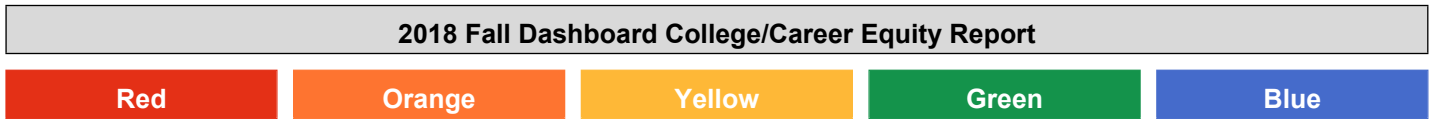
School and Student Performance Data

Academic Performance College/Career

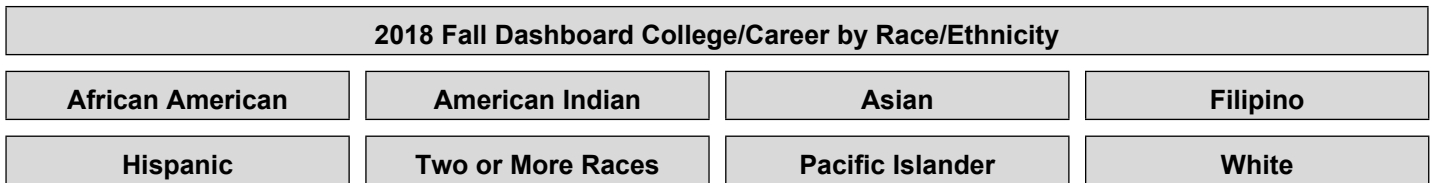
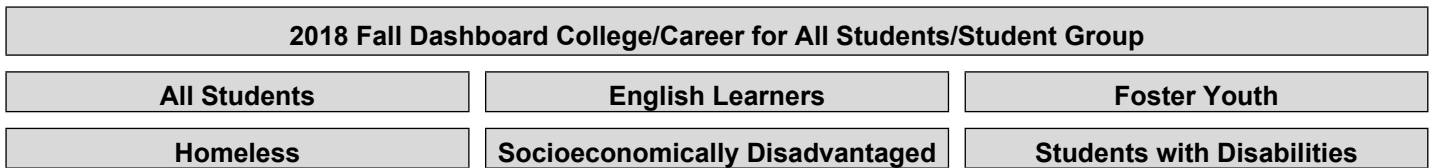
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

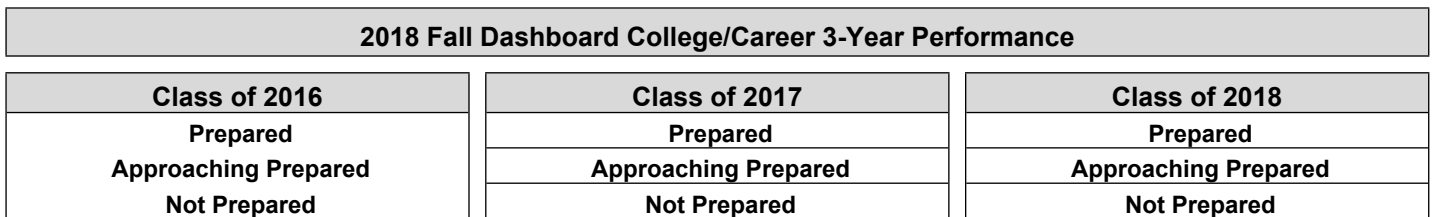
This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

1. This data is not available for elementary students.
2. Tafoya is a member of the No Excuses Network of schools. We promote college and career preparedness and teach our students about all the advantages of a college degree.

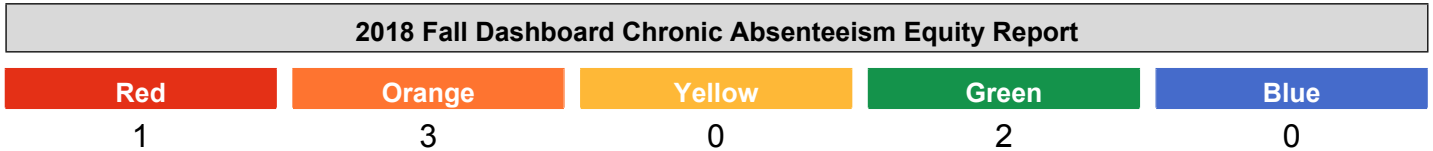
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Red	 No Performance Color
9.7% chronically absent	12.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Increased 4.3%	10 students
853 students	255 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
34.8% chronically absent	12.6% chronically absent	15.6% chronically absent
Increased 19.4%	Increased 1.3%	Increased 5.4%
23 students	546 students	122 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15.4% chronically absent Increased 15.4% 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 7.1% chronically absent Declined 5.6% 113 students	 No Performance Color 0% chronically absent Declined 11.8% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.4% chronically absent Increased 1.2% 518 students	 No Performance Color 13.8% chronically absent Declined 2.2% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 Green 6% chronically absent Declined 2.3% 149 students

Conclusions based on this data:

1. Almost 10% of our students are chronically absent.
2. The groups with the largest percentages of chronically absent students are: Students with Disabilities, English Learners, Socioeconomically Disadvantaged and Hispanic.
3. Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and Hispanic groups all increased their chronic absenteeism rate since last year.

School and Student Performance Data

Academic Engagement Graduation Rate

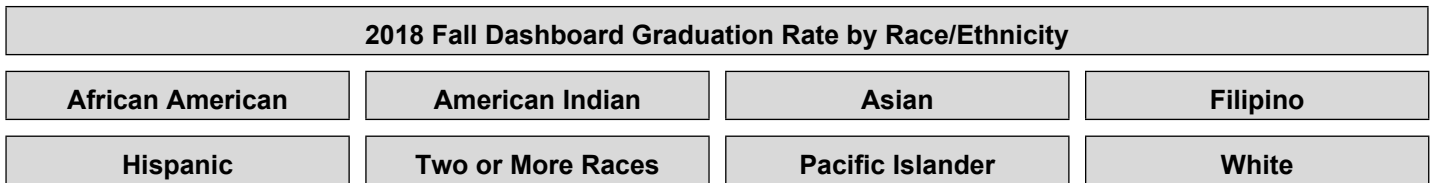
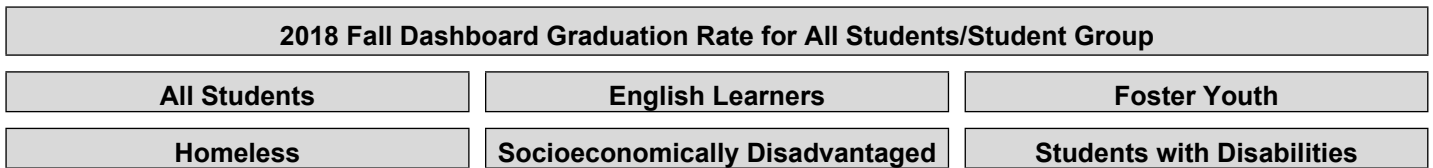
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

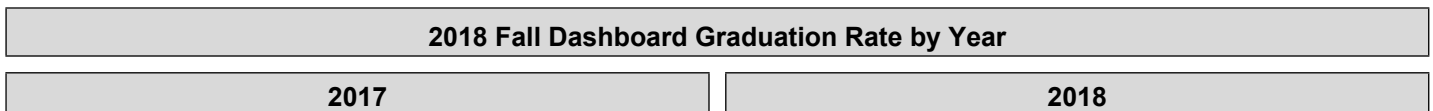
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. Does not apply

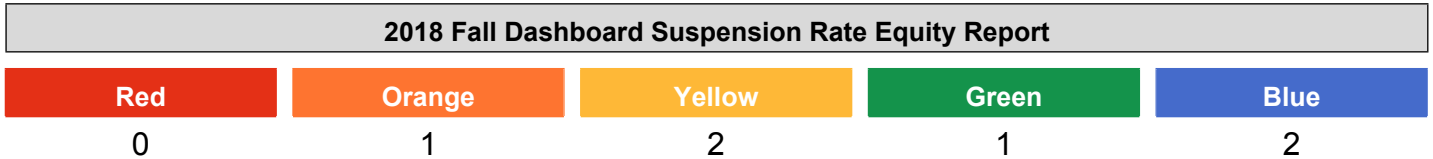
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1.6% suspended at least once Maintained -0.2% 872 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -0.3% 263 students	<p>Foster Youth</p>  No Performance Color 9.1% suspended at least once 11 students
<p>Homeless</p>  No Performance Color 8.3% suspended at least once Increased 8.3% 24 students	<p>Socioeconomically Disadvantaged</p>  Yellow 2% suspended at least once Maintained -0.1% 556 students	<p>Students with Disabilities</p>  Yellow 4% suspended at least once Declined -1.4% 125 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 14 students	 No Performance Color Less than 11 Students - Data 5 students	 Blue 0% suspended at least once Declined -0.9% 119 students	 No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1% suspended at least once Declined -0.7% 522 students	 No Performance Color 3.1% suspended at least once Declined -0.7% 32 students	 No Performance Color Less than 11 Students - Data 10 students	 Orange 3.9% suspended at least once Increased 0.5% 154 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4% suspended at least once	1.8% suspended at least once	1.6% suspended at least once

Conclusions based on this data:

1. Our suspension rate has decreased 2.4% since 2016. It is now 1.6%.
2. The white student group has the highest number of suspensions.
3. Our English Learners and our Asian students have the fewest number of suspensions and are in the green on the 2018 Fall Dashboard.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

Based on a review of California Dashboard data, iReady and internal data during our needs assessments with our stakeholder groups, the school identified a need to improve ELA and math performance in general (with a specific focus on math concepts and procedures and writing). A lack of conceptual and foundational math skills, teachers feeling less comfortable teaching math, inconsistent use of adopted curriculum and unfocused staff collaboration are believed to be the root causes for the gaps in student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator.	Students are 24.7 points below standard in ELA (yellow) and 47.9 points below standard in math (orange).	Tafoya students will decrease the distance from level 3 (at standard) by 5 points in ELA and math.
Percentage of students who reach growth targets on iReady (elementary schools) and NWEA (secondary schools) in Reading and Math.	34% of students met the Growth Target in Reading and 22% met the Growth Target in Math.	The percentage of students meeting the Growth Target in iReady Reading and Math will increase by 5%.
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	A baseline will be established this year.	A baseline is established.
Show growth on the English Learner Progress Indicator	This data will be reported when it is available.	A baseline is established.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and English learners

Strategy/Activity

Provide professional learning, focused collaboration opportunities, and schoolwide, consistent use of pacing guides and adopted curriculum to support best first instruction through the use of PLCs that share strategies, create rubrics, and develop informal common assessments to determine student needs for intervention or acceleration.

- * Common Planning Time
- * Professional learning opportunities
- * Materials and supplies to support differentiation with an emphasis on English learners and students with disabilities
- * Materials and supplies to support intervention with an emphasis on English learners and students with disabilities
- * Substitutes
- * Release time
- * Intervention instructors
- * Para-professionals to support differentiation and intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25173	Title I Part A: Basic Grants Low-Income and Neglected
55244	Supplemental/Concentration
6806.30	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing UC/CSU a-g course requirements (high school only)	N/A	N/A
Number of pathways that result in certification in high demand, local industry sectors (high school only)	N/A	N/A
Increase the number of students who are "Prepared" on the College/Career Indicator (high school only)	N/A	N/A
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	After school VAPA classes have been offered in performing arts, fine arts, crafts, and technology. (2016-2018). Money was allocated for 2018-19 classes; however we were unable to find instructors. A new baseline will be established this year.	A baseline will be established. To establish a baseline, VAPA classes will be available throughout the year for students in grades K-6 to explore their talents and interests that could lead to future careers.
Increase student and parent awareness of college readiness and career preparation	Parent workshops are offered on an inconsistent basis. All classes have adopted a college and have a college cheer. About 50% of classes have monthly "College Conversations", based on the	To establish a baseline, a schedule of planned parent information classes will be created and held throughout the year. In the 2019-2020 school year, 100% of classes will hold "college conversation"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	book of the same name. All classes participate in Career Week to different degrees.	lessons and promote knowledge of skills that will help students prepare for a future of their choice.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide multiple opportunities for students to participate in VAPA classes to expand their learning and their connection to school.

- * Materials and supplies for VAPA classes
- * VAPA instructors
- * Planning time
- * Extra duty pay to attend VAPA showcase in the evening

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I Part A: Basic Grants Low-Income and Neglected
10000	Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

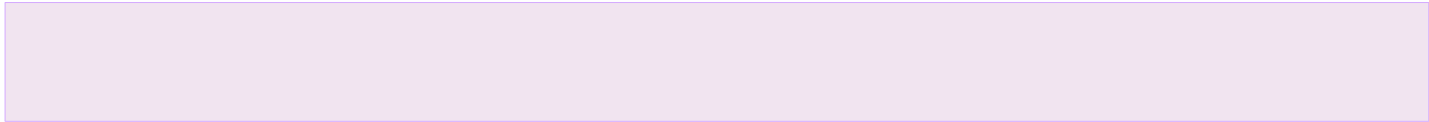
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide a grade level appropriate plan to introduce students, parents and new staff to college readiness and career planning through participation in the No Excuses University Network of schools and development of life skills that benefit college students.

- * Attendance at NEU Workshops for new staff
- * Developing college-specific leadership in veteran staff staff through NEU Leadership Training
- * Student awards for life skills and academic achievement
- * Substitutes for teacher training and planning



Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Site Discretionary
10000	Title I Part A: Basic Grants Low-Income and Neglected
5000	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

During our needs assessment meetings, it was determined that our high chronic absentee rates is a major contributor in gaps in student performance and school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	9.7% of Tafoya students (83) are chronically absent. This is a slight decrease of .4% from the previous year. English learners are in the red. Groups in the orange include socioeconomically disadvantaged, students with disabilities and Hispanic.	The percentage of chronically absent students will decrease 2% overall and 5% for English Learners,
Increase student sense of safety and school connectedness.	A baseline will be established this year.	A baseline is established.
Ensure access to extended learning opportunities.	A baseline will be established this year.	A baseline is established.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, students who are English Learners

Strategy/Activity

Provide outreach to Tafoya parents and students about the importance of good attendance in school and future success.

* Student incentives

- * Parent education nights, including parent nights targeted towards English learner parents and families who leave on extended trips
- * Child care and snacks for meetings
- * Release time for home visits
- * Supplies and materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I Part A: Basic Grants Low-Income and Neglected
3000	Supplemental/Concentration
1000	Site Discretionary
1682	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Tafoya staff will create healthy settings in which students can exercise autonomy and practice decision-making skills. Teachers will hold students to high standards and collaborate. Classes will offer hands-on, collaborative learning through meaningful project-based learning that connects to students' lives.

- * Professional development
- * Materials and supplies
- * Substitutes
- * Math manipulatives
- * Student recognition materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Site Discretionary
15000	Supplemental/Concentration

10000

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	21.7% of English learners were reclassified in 2017-18.	Continue to reclassify English Learners at the rate at or above the baseline of 21.7%.
Show growth on the English Learner Progress Indicator (CA School Dashboard).	This data will be reported when available.	A baseline is established.
Decrease the number of Long Term English Learners (middle and high school only).	N/A	N/A
Increase the number of State Seals of Biliteracy awarded to students (high school only).	N/A	N/A
Improve academic areas of ELA and math for English Learners	Tafoya English Learners are 101.7 points below standard in ELA (orange) and 114.3 points below standard in Math (orange).	Tafoya English learners will decrease the distance from level 3 by 5 points in ELA and math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

- * Intervention instructors
- * Release time for student monitoring
- * Professional development
- * Materials and supplies for intervention and support for English learners
- * Academic Conferences
- * Supplemental materials
- * Parent Liaison
- * Translations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40000	Supplemental/Concentration
14364	Title I Part A: Basic Grants Low-Income and Neglected
2000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

Stakeholder groups have identified a need for increased communication through technology. It was also noted that participation in our parent leadership groups (PTA, SSC, and ELAC) is very low for a school of our size.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	A baseline will be established this year.	A baseline is established.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	A baseline to be established this year.	A baseline is established.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	23.6% of Tafoya parents have AERIES Parent Portal Accounts	Increase the use of technology for home school communication by 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide increased access to school information in a variety of ways including a parent liaison, AERIES, the Tafoya Website, teacher web pages, and translation tools to increase school connectedness and parent involvement.

- * Professional learning
- * Release time/substitutes
- * Material and supplies
- * Parent Liaison

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Supplemental/Concentration
1000	Site Discretionary

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$74,219.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$228,269.30

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$72,537.00
Title I Part A: Parent Involvement	\$1,682.00

Subtotal of additional federal funds included for this school: \$74,219.00

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

State or Local Programs	Allocation (\$)
Site Discretionary	\$15,806.30
Supplemental/Concentration	\$138,244.00

Subtotal of state or local funds included for this school: \$154,050.30

Total of federal, state, and/or local funds for this school: \$228,269.30

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jen Buzolich	Parent or Community Member
Yolanda David	Other School Staff
Zachariah Johnson	Parent or Community Member
Alison Kasta	Principal
Lynn Samuels	Classroom Teacher
Theresa Ewing	Parent or Community Member
Alma Mercado	Parent or Community Member
Mariza Carson	Classroom Teacher
Sue Patterson	Classroom Teacher
Val Krist	Parent or Community Member

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

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2019 School Plan for Student Achievement	2019-05-02		View	View	31

Previous Section

[School Site Council Membership](#)

Current Section:

Recommendations and Assurances

Next Section

[Instructions: Overview](#)

[Save Data](#) [View Current Document](#) [View Section](#)

You have modified data that has not been saved.









Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Clear 	<input type="checkbox"/> State Compensatory Education Advisory Committee
Clear 	<input checked="" type="checkbox"/> English Learner Advisory Committee
Clear 	<input type="checkbox"/> Special Education Advisory Committee
Clear 	<input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee
Clear 	<input checked="" type="checkbox"/> District/School Liaison Team for schools in Program Improvement
Clear 	<input type="checkbox"/> Compensatory Education Advisory Committee
Clear 	<input type="checkbox"/> Departmental Advisory Committee
Clear 	<input checked="" type="checkbox"/> Other:

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

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

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

Attested:

[Clear](#)

Alison Kasta

[Clear](#)

Valerie Krist

Principal, Alison Kasta

on

5/6/19

SSC Chalrperson, Val Krist

on

5/6/19

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