

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramon S. Tafoya Elementary	57727100000000	5-20-21	June 3, 2021

## Purpose and Description

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

Schoolwide Program  
Comprehensive Support and Improvement

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

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

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

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

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

- The use of methods and instructional strategies that strengthen the academic program at Tafoya
- Increase the amount and quality of learning time
- 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.
- Parent surveys through the Healthy Kids Survey, PBIS Parent Survey (school created) and Tafoya Town Hall Meetings

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

- The CSI plan is informed by all state indicators, including student performance against state-determined long-term goals.
- The CSI plan includes evidence-based interventions.
- The CSI plan is based on a school-level needs assessment.
- The school and LEA have identified resource inequities, which included a review of LEA- and school-level budgeting, and are addressed through implementation of the CSI plan.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

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

Student input was gathered through a survey focused on math confidence and instruction, of which 273 students responded. Student focus groups were created, with a balanced representation of student groups. 31 students participated in the focus group process (two 3rd graders, five 4th graders, five 5th graders, and nineteen 6th graders). Student focus groups were comprised of

English, Spanish, and Punjabi speaking students, English learners, migrant students, GATE (Gifted students) students, and students with disabilities, along with no identified need. Student focus groups completed a needs assessment by reviewing the school-based survey, academic, and local data. Students identified math instruction as an area of concern. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. Students expressed a need for small group instruction, early intervention, along with more instructional time - all for math instruction. They specifically indicated this was the first year they felt there was enough math instruction, and that the office hours teachers provided for a more personal way to follow up on areas they were struggling with. When discussing leadership opportunities and school culture at Tafoya, students expressed the love and need for Little Heroes and the student council. They said the programs lets them be "leaders" and "take responsibility". They would also like to see more after-school opportunities for sports and arts. But they also felt they would like more time during the school day to find areas they are interested in (i.e., clubs, arts, sports, etc.). Students hope to keep PBIS and build on the program. They want bullies to be better handled on campus and for all adults (specifically our yard supervisors) to listen to both sides of the story from students and believing their word. They feel that in the past they have often been dismissed and their "bullies" have been able to continue to get away with their actions. As a follow-up, student focus groups met again on 5-13-21, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. On 2/26/21 a team of Tafoya staff conducted an in-depth review of Kinder thru 6th-grade students' performance data from this year, but also over a 4 year period to look at trends, identified math as an area of need, and proposed actions and strategies to support these needs. The Tafoya leadership team then met on 3/3/21 and continued to review the responses from the full staff to define our focus within the subject area of math. Areas of concern full staff were: math curriculum, standards, student motivation, gaps in knowledge, iReady, and teacher knowledge. The staff and leadership determined our three biggest areas of concern and need for improvement are: student motivation, gaps in knowledge, and teacher knowledge (of math strategies for student engagement and comprehension).

Needs assessment meetings were also held with ELAC (English Learner Advisory Committee) on 2/24/21, SSC on 3/16/21. Both groups agree with math being an area of need, especially with our English Learner population. Both groups felt early intervention provided by teachers/interventionists would help support learning. Both groups were also interested in providing teachers with professional development on how to provide the best first instruction to all students, so there was less need for student intervention. Both parent groups expressed Little Heroes is one thing their kids look forward to on campus.

ELAC and staff reviewed the SPSA on 4/28/21, and provided additional feedback. The school site council reviewed the plan on 5/13/21, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 20, 2021.

## Resource Inequities

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.72%	0.88%	0.63%	6	7	5
African American	1.56%	1.88%	2.02%	13	15	16
Asian	13.34%	12.94%	14.61%	111	103	116
Filipino	1.92%	1.51%	1.51%	16	12	12
Hispanic/Latino	60.58%	59.92%	58.44%	504	477	464
Pacific Islander	1.20%	1.38%	1.39%	10	11	11
White	17.43%	18.09%	16.75%	145	144	133
Multiple/No Response	0.84%	0.88%	3.27%	7	7	11
<b>Total Enrollment</b>				832	796	794

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	104	103	105
Grade 1	116	75	94
Grade 2	116	100	82
Grade3	136	122	107
Grade 4	133	141	114
Grade 5	99	142	148
Grade 6	128	113	144
<b>Total Enrollment</b>	832	796	794

### Conclusions based on this data:

1. Our school enrollment stayed consistent from 18-19 to 19-20. Although there is a reduction of students in both second and third, there was an increase of students in first. This can be caused by less students leaving to Spring Lake in first grade like we've seen in the past. We predict a decrease in enrollment due to a large sixth grade class leaving in the 19-20 school year.
2. Based on the student group data, we can see our Hispanic subgroup is still slightly decreasing and now White subgroup is also declining, while Asian groups are now increasing.
3. Kinder enrollment has stayed consistent over the three year span, although we do predict a drop in the 20-21 school-year due to the pandemic.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	249	220	210	29.9%	27.6%	26.4%
Fluent English Proficient (FEP)	132	137	135	15.9%	17.2%	17.0%
Reclassified Fluent English Proficient (RFEP)	63	54	41	23.1%	21.7%	18.6%

### Conclusions based on this data:

1. The percentage of English Learners continues to decline at 1%, a slower rate than years previous (2%).
2. In reviewing our reclassification data, the number of reclassified students has declined over the past 3 years by 4.5% total, but roughly 2-2.5% each year. This can be attributed to our need to focus on our Math and ELA (English Language Arts) instruction and interventions, specifically at earlier grade levels to meet reclassification criteria at an early age.
3. The number of Fluent English Proficient students has maintained since last year. This represents a steady increase and can continue to be increased by early childhood enrollment (preschool) opportunities, specifically for our socioeconomically disadvantaged students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	137	119	134	137	118	134	137	118	100	100	99.2
Grade 4	96	134	147	95	133	145	95	133	145	99	99.3	98.6
Grade 5	128	96	144	128	94	144	128	94	144	100	97.9	100
Grade 6	121	128	116	121	127	112	121	127	112	100	99.2	96.6
All	479	495	526	478	491	519	478	491	519	99.8	99.2	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2398.	2410.	2394.	15.67	14.60	16.10	20.90	29.93	25.42	27.61	24.82	17.80	35.82	30.66	40.68
Grade 4	2447.	2443.	2448.	17.89	14.29	20.00	23.16	24.06	21.38	23.16	18.80	21.38	35.79	42.86	37.24
Grade 5	2447.	2483.	2472.	7.81	18.09	11.11	22.66	27.66	22.92	22.66	20.21	28.47	46.88	34.04	37.50
Grade 6	2509.	2506.	2529.	9.92	9.45	19.64	29.75	32.28	32.14	35.54	29.92	23.21	24.79	28.35	25.00
All Grades	N/A	N/A	N/A	12.55	13.85	16.57	24.06	28.51	25.05	27.41	23.63	22.93	35.98	34.01	35.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.91	19.71	25.42	41.04	51.09	37.29	41.04	29.20	37.29
Grade 4	18.95	18.80	20.69	50.53	49.62	44.83	30.53	31.58	34.48
Grade 5	9.38	26.60	18.75	44.53	41.49	41.67	46.09	31.91	39.58
Grade 6	12.40	14.96	26.79	53.72	48.82	41.96	33.88	36.22	31.25
All Grades	14.44	19.55	22.54	47.07	48.27	41.62	38.49	32.18	35.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.43	16.06	9.40	48.51	43.07	47.01	38.06	40.88	43.59
Grade 4	14.74	15.04	12.41	46.32	46.62	53.10	38.95	38.35	34.48
Grade 5	9.38	20.21	15.28	46.09	37.23	50.69	44.53	42.55	34.03
Grade 6	11.57	13.39	13.39	55.37	55.12	64.29	33.06	31.50	22.32
All Grades	12.13	15.89	12.74	49.16	46.03	53.47	38.70	38.09	33.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.16	13.87	8.47	57.46	67.15	69.49	25.37	18.98	22.03
Grade 4	12.63	13.53	12.41	65.26	69.17	71.03	22.11	17.29	16.55
Grade 5	4.69	13.83	10.42	66.41	63.83	57.64	28.91	22.34	31.94
Grade 6	10.74	12.60	17.86	75.21	66.93	63.39	14.05	20.47	18.75
All Grades	11.30	13.44	12.14	65.90	67.01	65.32	22.80	19.55	22.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.67	18.98	17.80	53.73	56.20	38.98	30.60	24.82	43.22
Grade 4	25.26	15.79	18.62	48.42	45.11	50.34	26.32	39.10	31.03
Grade 5	15.63	25.53	19.44	39.84	41.49	43.06	44.53	32.98	37.50
Grade 6	22.31	21.26	26.79	54.55	55.12	50.89	23.14	23.62	22.32
All Grades	19.25	19.96	20.42	49.16	50.10	45.86	31.59	29.94	33.72

**Conclusions based on this data:**

- As a whole school, we are decreasing the percentage of students at or above standard, while also increasing the number of students below standard. This is indicative of both ends of the spectrum not having their needs met. Data driven discussions and discourse is not happening on a regular basis. Writing is one of the weakest areas school wide. Implementing a school-wide writing program can be beneficial.
- Overtime, students are leaving sixth grade better prepared than other grade levels. This grade level has stayed constant over many years and have strong collaboration. They are increasing the amount of students at or above standard, while also decreasing the amount of students below standing in ALL areas, some by significant percentages (10%+).
- The percentage of students below grade level in reading, when following a set of students, has increased each year in grades 3-5. Our most significant increase of students below standard in reading is 3rd and 5th grades, even with multiple interventions in place in grades K-2 for reading. We need to re-evaluate our intervention program and the use of our current para professionals in Kinder.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	137	119	133	137	118	133	137	118	99.3	100	99.2
Grade 4	96	134	148	95	133	148	95	133	148	99	99.3	100
Grade 5	128	96	144	128	95	144	128	95	144	100	99	100
Grade 6	121	127	116	121	126	115	121	126	115	100	99.2	99.1
All	479	494	527	477	491	525	477	491	525	99.6	99.4	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2397.	2382.	15.04	8.76	6.78	20.30	24.09	21.19	22.56	25.55	22.88	42.11	41.61	49.15
Grade 4	2453.	2442.	2445.	10.53	10.53	8.11	27.37	21.05	22.30	36.84	28.57	35.81	25.26	39.85	33.78
Grade 5	2443.	2477.	2458.	2.34	18.95	11.11	15.63	8.42	10.42	28.13	28.42	26.39	53.91	44.21	52.08
Grade 6	2497.	2493.	2504.	11.57	12.70	22.61	17.36	20.63	10.43	34.71	25.40	25.22	36.36	41.27	41.74
All Grades	N/A	N/A	N/A	9.85	12.22	11.81	19.71	19.35	16.19	29.98	26.88	28.00	40.46	41.55	44.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.31	16.06	10.17	34.59	34.31	33.05	42.11	49.64	56.78
Grade 4	20.00	20.30	17.57	38.95	28.57	31.76	41.05	51.13	50.68
Grade 5	10.94	22.11	16.67	27.34	25.26	22.22	61.72	52.63	61.11
Grade 6	18.18	23.02	26.96	33.06	26.98	27.83	48.76	50.00	45.22
All Grades	18.03	20.16	17.71	33.12	29.12	28.57	48.85	50.71	53.71

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	13.87	9.32	36.09	43.80	49.15	48.12	42.34	41.53
Grade 4	11.58	13.53	11.49	47.37	40.60	44.59	41.05	45.86	43.92
Grade 5	4.69	17.89	9.72	37.50	32.63	36.11	57.81	49.47	54.17
Grade 6	13.22	11.11	17.39	40.50	42.86	33.91	46.28	46.03	48.70
All Grades	11.32	13.85	11.81	39.83	40.53	40.95	48.85	45.62	47.24



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.04	16.79	12.71	47.37	46.72	38.98	37.59	36.50	48.31
Grade 4	17.89	13.53	10.81	41.05	34.59	51.35	41.05	51.88	37.84
Grade 5	7.81	16.84	10.42	37.50	30.53	35.42	54.69	52.63	54.17
Grade 6	14.88	16.67	22.61	42.98	41.27	31.30	42.15	42.06	46.09
All Grades	13.63	15.89	13.71	42.35	38.90	39.81	44.03	45.21	46.48

**Conclusions based on this data:**

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

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade K</b>	1455.3	1435.9	1464.7	1452.3	1433.2	1397.6	40	36
<b>Grade 1</b>	1486.2	1467.6	1491.0	1472.9	1481.1	1462.0	25	30
<b>Grade 2</b>	1506.4	1512.5	1502.6	1506.0	1509.8	1518.7	37	21
<b>Grade 3</b>	1510.3	1488.9	1511.1	1485.9	1509.2	1491.3	32	34
<b>Grade 4</b>	1518.0	1521.7	1518.6	1517.4	1517.0	1525.7	33	29
<b>Grade 5</b>	1512.9	1536.1	1510.0	1523.8	1514.9	1547.8	15	30
<b>Grade 6</b>	1531.8	1528.3	1532.5	1533.4	1530.6	1522.5	18	15
<b>All Grades</b>							200	195

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	50.00	22.22	27.50	38.89	*	33.33	*	5.56	40	36
<b>1</b>	52.00	16.67	44.00	50.00	*	16.67		16.67	25	30
<b>2</b>	59.46	28.57	*	42.86	*	28.57	*	0.00	37	21
<b>3</b>	*	11.76	62.50	50.00	*	14.71	*	23.53	32	34
<b>4</b>	*	31.03	66.67	41.38	*	17.24	*	10.34	33	29
<b>5</b>	*	20.00	*	50.00		30.00	*	0.00	15	30
<b>6</b>	*	26.67	*	33.33	*	20.00	*	20.00	18	15
<b>All Grades</b>	38.50	21.54	43.00	44.62	11.50	23.08	7.00	10.77	200	195

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	57.50	27.78	*	47.22	*	19.44	*	5.56	40	36
<b>1</b>	84.00	36.67	*	43.33		10.00		10.00	25	30
<b>2</b>	67.57	28.57	*	66.67	*	4.76	*	0.00	37	21
<b>3</b>	50.00	29.41	43.75	41.18	*	5.88	*	23.53	32	34
<b>4</b>	57.58	44.83	36.36	41.38	*	3.45		10.34	33	29
<b>5</b>	*	46.67	*	46.67	*	6.67	*	0.00	15	30
<b>6</b>	*	53.33	*	26.67	*	0.00		20.00	18	15
<b>All Grades</b>	60.00	36.92	30.00	45.13	6.50	8.21	*	9.74	200	195

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	72.50	22.22	*	75.00	*	2.78	40	36	
<b>1</b>	84.00	73.33	*	20.00		6.67	25	30	
<b>2</b>	78.38	23.81	*	76.19	*	0.00	37	21	
<b>3</b>	34.38	11.76	62.50	61.76	*	26.47	32	34	
<b>4</b>	36.36	41.38	57.58	44.83	*	13.79	33	29	
<b>5</b>	*	6.67	*	83.33	*	10.00	15	30	
<b>6</b>	*	20.00	61.11	60.00	*	20.00	18	15	
<b>All Grades</b>	56.00	28.72	37.50	60.00	6.50	11.28	200	195	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	47.50	38.89	42.50	50.00	*	11.11	40	36	
<b>1</b>	72.00	16.67	*	73.33		10.00	25	30	
<b>2</b>	64.86	57.14	32.43	42.86	*	0.00	37	21	
<b>3</b>	68.75	58.82	*	23.53	*	17.65	32	34	
<b>4</b>	81.82	62.07	*	27.59		10.34	33	29	
<b>5</b>	*	73.33	*	26.67	*	0.00	15	30	
<b>6</b>	83.33	66.67	*	13.33		20.00	18	15	
<b>All Grades</b>	67.00	51.79	29.00	38.46	*	9.74	200	195	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	45.00	2.78	40.00	91.67	*	5.56	40	36
<b>1</b>	52.00	33.33	*	40.00	*	26.67	25	30
<b>2</b>	62.16	23.81	*	61.90	*	14.29	37	21
<b>3</b>		2.94	71.88	52.94	*	44.12	32	34
<b>4</b>	*	6.90	75.76	65.52	*	27.59	33	29
<b>5</b>	*	13.33	*	73.33	*	13.33	15	30
<b>6</b>	*	0.00	*	40.00	72.22	60.00	18	15
<b>All Grades</b>	29.50	11.79	44.50	63.08	26.00	25.13	200	195

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	40.00	27.78	32.50	55.56	27.50	16.67	40	36
<b>1</b>	*	10.00	56.00	60.00	*	30.00	25	30
<b>2</b>	45.95	33.33	54.05	61.90		4.76	37	21
<b>3</b>	*	14.71	84.38	70.59	*	14.71	32	34
<b>4</b>	*	37.93	69.70	55.17		6.90	33	29
<b>5</b>	*	20.00	*	80.00	*	0.00	15	30
<b>6</b>	*	26.67	83.33	66.67		6.67	18	15
<b>All Grades</b>	33.00	23.59	60.00	64.10	7.00	12.31	200	195

**Conclusions based on this data:**

1. The percentage of students performing at a Level 4 increased in grades 3-6, however it declined greatly in grades K-2. This can possibly be due to the new leveling system, OR we not supporting our speaking and listening of our English learners enough in our primary grades.
2. The domain with the highest number of beginners is reading, with 44% of students in 3rd grade scoring at the beginning level. Although 3rd grade receives a new test, it also shows we are not supporting reading for our English learners at the primary grades through best first instruction.
3. With the exception of 5th grade, the number of English Learners in each grade level has decreased by roughly 4 students. 31% of students in 5th grade scored a Level 4, but were not redesignated which mean they had not met grade level standard. This can be a direct correlation with our low math scores and inability to meet the exit criteria for reclassification.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
796	64.2	27.6	1.0

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	220	27.6
Foster Youth	8	1.0
Homeless	23	2.9
Socioeconomically Disadvantaged	511	64.2
Students with Disabilities	89	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.9
American Indian	7	0.9
Asian	103	12.9
Filipino	12	1.5
Hispanic	477	59.9
Two or More Races	20	2.5
Pacific Islander	11	1.4
White	144	18.1





### Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students with 59.9%.
2. Our white student group and our Asian student group make up our next two largest groups with 18.1% and 12.9% respectively.
3. A large percentage (64.2%) of our population is identified as socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1260 506 1315 537">Red</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 378 735">Orange</p>		

### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 21.8 points below standard Maintained ++2.8 points 495	<p><b>English Learners</b></p>  Yellow 33.9 points below standard Increased ++6.4 points 224	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 39.1 points below standard Maintained -0.1 points 323	<p><b>Students with Disabilities</b></p>  Orange 105.3 points below standard Increased ++8.9 points 65

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 35.4 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 15.8 points below standard Declined -12.1 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33 points below standard Increased ++4.6 points 292	 No Performance Color 31.9 points below standard Declined Significantly -36.7 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Yellow 5.3 points above standard Maintained ++1.5 points 84

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

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

**Conclusions based on this data:**

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



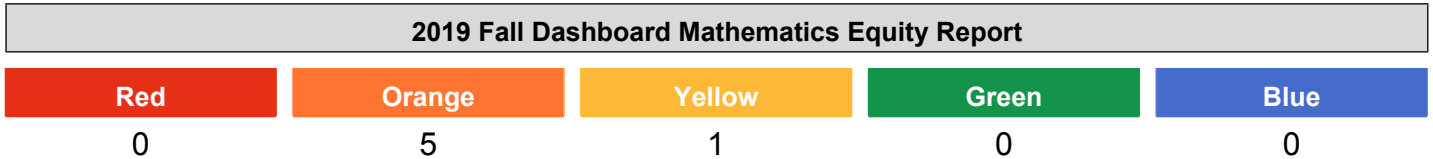
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 50.9 points below standard Declined -3 points 496	<p><b>English Learners</b></p>  Orange 61.9 points below standard Maintained -0.2 points 224	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 66.1 points below standard Declined -3.6 points 323	<p><b>Students with Disabilities</b></p>  Orange 137 points below standard Increased ++7.8 points 65

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 55 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 42.9 points below standard Declined Significantly -21.3 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63 points below standard Maintained -1.4 points 292	 No Performance Color 59.5 points below standard Declined Significantly -33.5 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Yellow 23 points below standard Declined -3.9 points 85

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

#### Conclusions based on this data:

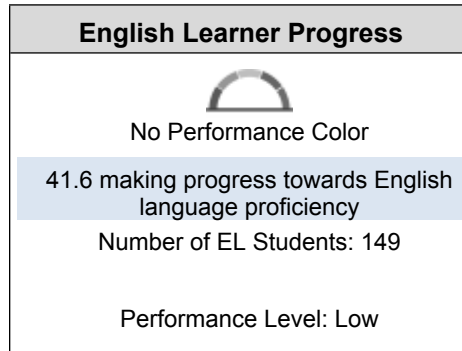
- Math is a great area of need for Tafoya. All subgroups, except students with disabilities, maintained or decline significantly. This shows that students when working in smaller groups that receive direct instruction in their area of need make better progress.
- White, Asian, and RFEP students are the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

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

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

#### Conclusions based on this data:

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

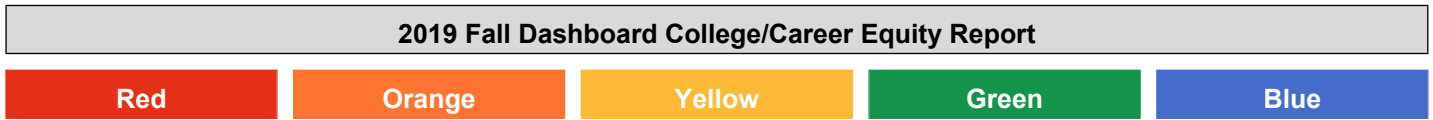
# School and Student Performance Data

## Academic Performance College/Career

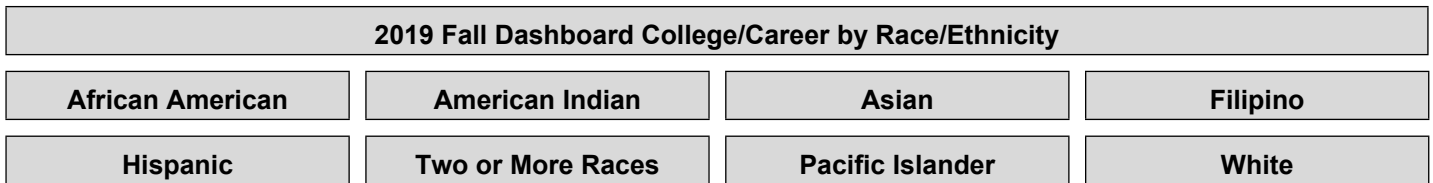
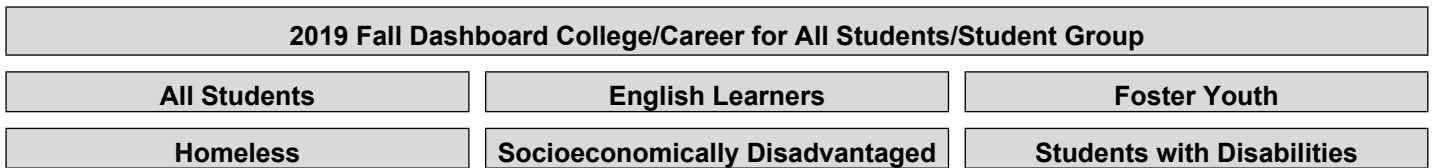
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

- This data is not available for elementary students.

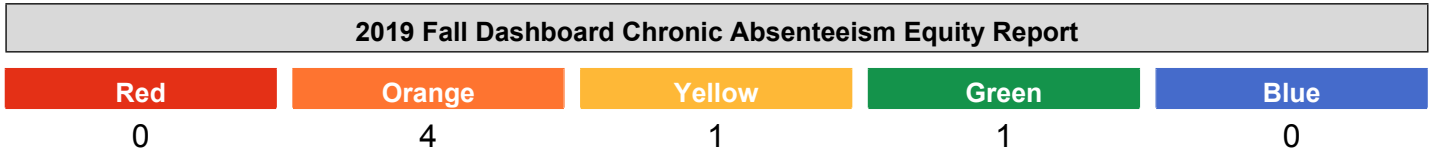
# School and Student Performance Data

## 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.

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

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 19 Increased +3.7 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 6.4 Declined -0.7 109	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.7 Increased +2.3 505	 No Performance Color 6.7 Declined -7.1 30	 No Performance Color 9.1 11	 Orange 8.2 Increased +2.1 147

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Graduation Rate

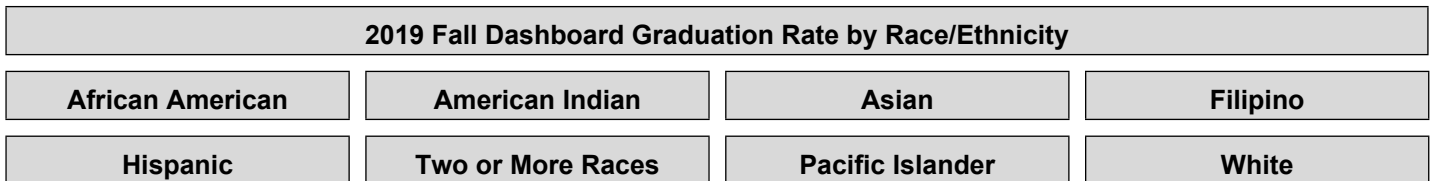
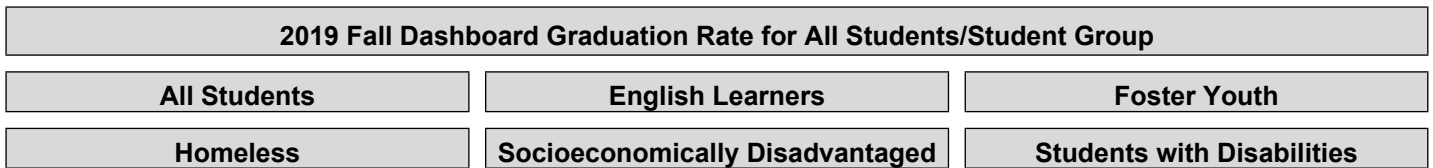
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

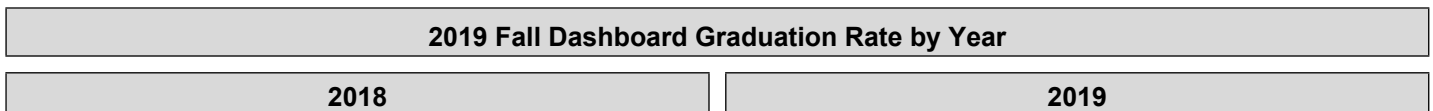
This section provides number of student groups in each color.



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

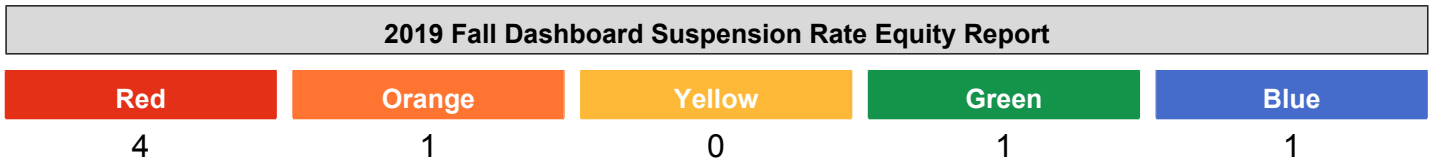
# School and Student Performance Data

## 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.

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



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Maintained 0 21	 No Performance Color Less than 11 Students - Data not displayed for privacy	 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Maintained 0 109	 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Red <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">4</div> Increased Significantly +3.1 522	 Red <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">6.5</div> Increased +3.3 31	 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> 11	 Red <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">6</div> Increased Significantly +2.1 151

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	3.8

**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	All students in grade 5-6 had the opportunity to participate in band this year, which is normally 4th grade as well. Only 33 students participated in band. All students had the opportunity to participate in VAPA after school classes. All teachers completed at least one VAPA lesson per trimester (although not provided by a docent).	All 4-6 graders will have the opportunity to participate in instrumental band. All students will have an opportunity to participate in an after school VAPA class, and we will double our numbers from this year, increasing enrollment from 33 to 66. All teachers will produce one VAPA lesson per trimester.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate of College and Career Awareness Showcase event.	We did not complete a college showcase or career week. This was due to the minute requirements for other subject matters during a pandemic. We were unable to complete a college showcase. However, all classes have the opportunity to provide expose to colleges, community colleges, and technical and trade schools, virtually.	Each Trimester, every class will create 1 video or ppt that showcases a college, and 1 video or ppt that showcases 1 career and it's pathway. A school-wide showcase will take place at the end of the trimester. We will have 1 college week and 1 career week during the school year. (These showcases/week can be combined).

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

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

\*Planning Time

\*College and Career Materials

\*Field Trips/Transportation

\*Buddy classroom presentations

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

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

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

\*Materials and supplies

\*Art docents

\*Extended Duty

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6000

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

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Although implementing some things were more difficult than others, due to the pandemic, we were able to have students have a great level of exposure to college campuses virtually. Weekly, our teachers have done virtual college tours that have been free of cost. I think this has been a great awareness to various local and national colleges. We were also able to introduce trade schools like culinary, electrician, and automative trades. Every student has received a college and career shirt. We were also able to provide 9 week theatre classes for grades 2-6, and a dance class for Kinder and first grade students. Although we were unable to bring art docents into the classrooms, we were able to provide art nights for our families. Many of our teachers also did directed art with students on a regular basis, with the assistance of YouTube.

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

The major implications of not meeting our expenditures came down to being in a pandemic. We did not use money for banners, career week or college week. However, we have allotted more money for t-shirts, because it was more than expected by about \$1,000. For our VAPA piece, we spent roughly \$1500 on theatre and dance with Woodland Opera House, versus the \$8000 we had planned. That is just purely because we did not have enough virtual participation to have meet the needs of originally planned. We did not use Yolo Arts, as they were unable to support us at this time - however we did work with a virtual art company for art nights.

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

Due to the what we experienced this year, we have made some adjustments. We look forward to continuing with a college and career weeks. We have allocated roughly the same amount of money for college and career, but have reduced the VAPA needs by \$5000. As we move forward into understanding what next year's limitations and guidelines will be, we can look to increase the amount needed for contracts or teacher extended duty.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	As Measure by the California Assessment of Student Performance and Progress (CAASPP), students are 22.5 points from meeting the standard in English language arts (orange) and 50.9 points below in Math (orange).	Students will decrease the distance from Level 3 (at standard), by at least 5 points.
Performance level on English Learner Progress Indicator	41.6% of English Learners are making progress toward English language proficiency.	Tafoya will increase by at least 9% and have 50% or more English Learners make progress toward English language proficiency.
Percentage of students in both the Meets and Exceeds Standards level on California Assessment of Student Performance and Progress (CAASPP) English Language Arts.	42% of all students that took the CAASPP in 2019, either met or exceed standard in English Language Arts.	Tafoya will increase the amount of students meeting or exceeding standard in English Language Arts by 3%.
Percentage of students in both the Meets and Exceeds Standards level on California Assessment of Student	28% of all students that took the CAASPP in 2019, either met or exceed standard in Math.	Tafoya will increase the amount of students meeting or exceeding standard in Math by 7%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance and Progress (CAASPP) Math.		
Number of students who are chronically absent	Tafoya's chronically absent increased to 11.4% (96 students), this was a considerable increase. Groups most impacted were our Hispanic (69/96) and Socioeconomically disadvantaged students (74/96).	Tafoya will decrease the number of students chronically absent by at least 3%. We will decrease the number of socioeconomically disadvantaged students by at least 14.
Student sense of safety and school connectedness	Based on the (2020) California Healthy Kids Survey (only completed by 5th graders), 89 of our 155 5th graders completed the survey. 66% of those students have a sense of school connectedness, and 73% feel safe while at school.	We will increase participation to 80% of fifth-graders participating (some parents opt their students out). We will increase students' sense of school connectedness and feeling of safeness to 80% or higher.
Suspension rate	3.8% of Tafoya students were suspended at least once in the 2018-2019 school year.	Suspension rates will decrease by 1.5%
Parent/family satisfaction on California Healthy Kids Survey, on key indicators	Based on the Healthy Kids Survey, 24 Parents responded. This included 100% agreeing or strongly agreeing school goes out of their way to help students, cares about students, and has high expectations. 100% felt their children were safe at school, but 71% felt the school helps students to resolve conflict, and 16% felt bullying was a large problem.	100% of parents will continue to feel that their children are safe at school. We will increase parents' feelings about resolving conflicts from 71% to 85%, and decrease their feelings about bullying to below 10%. We will increase the parent response rate to 25% or higher.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	5% (ELA) and 18% (Math) met their growth target on the most recent diagnostic (Feb 2021) in Kinder 8% (ELA) and 7% (Math) met their growth target on the most recent diagnostic (Feb 2021) in First 21% (ELA) and 12% (Math) met their growth target on the	We will increase the percentage of students meeting their growth targets by 10% in both ELA and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>most recent diagnostic (Feb 2021) in Second 34% (ELA) and 13% (Math) met their growth target on the most recent diagnostic (Feb 2021) in Third 35% (ELA) and 14% (Math) met their growth target on the most recent diagnostic (Feb 2021) in Fourth 39% (ELA) and 24% (Math) met their growth target on the most recent diagnostic (Feb 2021) in Fifth 46% (ELA) and 29% (Math) met their growth target on the most recent diagnostic (Feb 2021) in Sixth</p>	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

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

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

\*Materials and Supplies

\*Parent/Family Engagement

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

\*Restorative Practices

\*Community Circles

#### Proposed Expenditures for this Strategy/Activity



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

Amount(s)	Source(s)
2316.35	Supplemental/Concentration
1500.00	Title I Part A: Parent Involvement
2000	Title I Part A: Basic Grants Low-Income and Neglected

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

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

- \* Common Planning Time
- \* Professional learning opportunities
- \* Materials and supplies to support differentiation with an emphasis on English learners and students with disabilities
- \* Materials and supplies to support intervention with an emphasis on English learners and students with disabilities
- \* Substitutes
- \* Release time
- \* Intervention instructors
- \* 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)
41,000	Title I Part A: Basic Grants Low-Income and Neglected
15,822.65	Supplemental/Concentration
168,492.10	CSI

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

2.1 Our work with Positive Behavioral Interventions and Supports (PBIS) has been able to continue this year, however not to the level and impact we had hoped, due to COVID. Our teachers and staff have done their best to use PBIS strategies in our virtual classrooms. We have been able to integrate training throughout the year, that did not cost. At the end of this year, we will be providing a 2-day PD for our teachers on Positive Behavioral Interventions and Supports (PBIS)/Trauma-Informed Practices. This will help continue to facilitate our work for next year. We have solidified proper PBIS matrices that are now being used by ALL grade levels and classrooms, along with a universal rewards system. All students have the opportunity to earn items through the use of the program and earning points.

2.2 We are extremely proud, that even through our pandemic, our Little Heroes program has remained intact. All classes received game time once per week during virtual instruction for 20 min which provided physical activity break along with Social Emotional Learning (SEL) support in bringing the full class together and encouraging students to attend class. Some of our students would ONLY attend class when Little Heroes was present because it is such an impactful time for classrooms. Little Heroes was able to provide professional development and learning to our staff on the importance of physical activity, the connection it brings between students, and the relationships it fosters. Due to COVID, home visits were put on hold by teachers. However, more communication than ever before has been made with families due to the pandemic and having to get creative.

2.3 throughout the year, teachers have been providing small groups to students throughout their instructional virtual day. The intervention began in February for students virtually in a small group meeting - we are serving 106 students. Half of the students involved in the intervention are English Learners. Students that have returned to in-person will continue to receive their intervention in person. Teachers have had access to all supplies necessary for their virtual and in-person

teaching. New books have been purchased for all students in intervention to have proper books at home that are at their level.

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

The major implications of not meeting our expenditures came down to being in a pandemic. The biggest difference in expenditures comes from our Comprehensive Support and Improvement (CSI) budget and PBIS implementation.

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

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

2.1 Positive Behavioral Interventions and Supports (PBIS)

2.2 SEL/Culture/Chronic Absenteeism

2.3 Academics - Intervention/Acceleration

to

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

2.2 Academics - Intervention/Acceleration

We will also be shifting our focus in Comprehensive Support and Improvement (CSI) from PBIS to Math Instruction. This is definitely a need, and we feel that we can continue down the PBIS/SEL/Culture Building through our current work with the staff and Yolo County Office of Education. Now we can shift our work to building capacity in Math instruction which is another HUGE area of need on Tafoya's campus.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	Our reclassification rate decreased from 21.7% to 15.7%.	Will increase the reclassification rate from 15.7% to 22%
English Learner Progress Indicator	42% students showed growth, and is now our new baseline	Will increase the student growth to 50% on the English Learner Progress Indicator.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Baseline on Principle 1: Assets-oriented and Needs Responsive Schools 1.5 Language and cultures are assets 2.0 No single EL profile 2.5 School climate is affirming, inclusive, and safe 2.0 Strong family and school partnerships 2.0 Supporting ELs with disabilities	Strengthen all areas that are not yet fully developed by a measure of 0.5

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students, students who are English Learners

**Strategy/Activity**

Increase the performance of English Learners in ELA (English Language Arts) 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 and coaching - English Language specialist to model and collaborate with staff to implement research-based instructional strategies for integrated English Language Development (ELD) instruction in content areas. English Language specialists will also provide professional learning opportunities to staff.
- \* Materials and supplies for intervention and support for English learners
- \* Academic Conferences
- \* Supplemental materials
- \* Translations for multiple languages
- \* Identify students by language proficiency. English Language Specialists to collaborate and provide professional development and learning focused on intervention and differentiation to meet students' needs by proficiency level during content instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
18,500	Title I Part A: Basic Grants Low-Income and Neglected
2500	Supplemental/Concentration
376	Title I Part A: Parent Involvement

# Annual Review

## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

I think we did a great job (much better than in 19-20) of tracking the amount of ELs receiving intervention, and making sure we are very intentional about our work. We also used site funds to purchase books for our students in intervention to be able to have books to read at home to support their intervention at their reading levels.

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

The major implications of not meeting our expenditures came down to being in a pandemic and unable to employ our VSAs (Variable Service Agreement) until early 2021.

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

We will be continuing our work moving forward. We will continue to make sure when providing intervention to all students, 50% of those students will include our English Learners.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	We currently use: Little Heroes (promotes leadership on campus, along with after school sports) Student Council (teacher led) Woodland Opera House CEO Kids Art	We want to continue the use of: Little Heroes (promotes leadership on campus, along with after school sports) Student Council (teacher led) Woodland Opera House CEO Kids Art  We will expand: More sports offerings More VAPA opportunities after school and connecting with our community (families) and their offerings
Number of extracurricular programs offered	This past year we offered:	We would like to continue

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Theatre to 2-6th graders (Woodland Opera House) Dance to K-1 (Woodland Opera House) Soccer skills training (Little Heroes) Student Council (teacher led)	Theatre to 2-6th graders (Woodland Opera House) Dance to K-1 (Woodland Opera House) Soccer skills training (Little Heroes) Student Council (teacher led)  We will expand: More sports offerings More VAPA (Visual and Performing Arts) opportunities after school and connecting with our community (families) and their offerings
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	60% of 3-6 graders provided input for surveys	We will increase our response rate to 95% of 3-6 graders providing input via surveys
Number and percent of students by representative demographic providing input to the SPSA through focus groups	34 Students Total Participated in Focus Groups 53% Female/47% Male 29% English Learners 3% Migrant 12% Identified as receiving Special Education 3% Identified as having a 504 6% Identified as a gifted student 41% On student council  ~~Background~~ 47% Hispanic 24% White 15% Asian Indian 6% Declined to Respond 6% Filipino 3% Black/African American	We will increase our total students involved in our focus groups to be 1 focus group by grade levels 3-6, which would comprise of 10 students per grade level and ensure no overlap between grade level focus group and student council. We will also continue with our student council being a focus group.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students



### Strategy/Activity

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

\*Little Heroes (PD, 2 Full-time Coaches)

\*Materials and Supplies

\*Home Visits

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

70000

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

Providing built in time, called "WIN Time" throughout the school day. W.I.N. stands for What I Need. This time will emphasize various classes that students (and teachers) are interested in. They will get choice in which class they choose, and they may change their classes at each trimester. This will allow for more communication with peers, opportunities to present, and find passion in different areas of education. Classes may include (but are not limited to): art, gardening, music (singing), drama, chess, coding, anime, sports.

\* Planning Time

\* Materials and supplies

### 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)

4000

Supplemental/Concentration

3816

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

# 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	\$78,192
Total Federal Funds Provided to the School from the LEA for CSI	\$168,492.10
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$341,323.10

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$168,492.10
Title I Part A: Basic Grants Low-Income and Neglected	\$76,316.00
Title I Part A: Parent Involvement	\$1,876.00

Subtotal of additional federal funds included for this school: \$246,684.10

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$94,639.00

Subtotal of state or local funds included for this school: \$94,639.00

Total of federal, state, and/or local funds for this school: \$341,323.10

# 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
Jenni Tifft-Ochoa	Parent or Community Member
Alexis Arreola	Other School Staff
Tao Li	Parent or Community Member
Lyssa Perry	Principal
April Meyer	Classroom Teacher
Silvia Rodriguez	Parent or Community Member
Charlotte Hoar	Parent or Community Member
Kim Martinez	Classroom Teacher
Michaela Baer	Classroom Teacher
Martha Magdaleno	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
<i>Martha Magobleno</i>	English Learner Advisory Committee 5/20/21

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:

<i>Lyssa Perry</i>	Principal, Lyssa Perry on 5/20/2021
<i>Michaela Baer</i>	SSC Chairperson, Michaela Baer on 5/20/2021