School Year: **2024-25**

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	4/30/24	5/23/24

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

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

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

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

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> Suspensions of students with disabilities

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

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Plan Description

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

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

› Schoolwide Program
› Additional Targeted Support and Improvement
   Suspensions of students with disabilities

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

A comprehensive needs assessment of the entire school includes information on students' academic achievement with 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 writing and math.

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

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

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
- 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 and PBIS Parent Survey (school-created)

ESSA requirements are being met through this ATSI (Additional Targeted Support and Improvement) plan.
The ATSI plan is informed by all state indicators, including student performance against state-determined long-term goals.
The ATSI plan includes evidence-based interventions.
The ATSI plan is based on a school-level needs assessment.
The school and LEA have identified resource inequities, which included a review of LEA and school-level budgeting and are addressed through the implementation of the ATSI plan.

Educational Partner Involvement

How, when, and with whom did Ramon S. Tafoya Elementary 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. It reviews the school's data and progress on goals within the School Plan for Student Achievement (SPSA), participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple educational partner 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, and suspension rates. Additional needs assessments were completed with our Youth Advisory Council regarding bullying based on data collected and presented in the district's bullying prevention and intervention report. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

STUDENT INPUT
Student input was gathered through 2 surveys focused on student programs and campus safety, of which an average of 379 (378 on a survey in September of 2023 and 380 on a survey in March of 2024) students responded The Youth Advisory Council (YAC) was continued, with a balanced representation of student groups 42 students participated in the Youth Advisory Council (YAC) (made up of 4th, 5th and 6th graders) The Student Advisory Group is comprised of English, Spanish, and Punjabi-speaking students, English learners, migrant students, GATE students, and students with disabilities, along with no identified need.
The YAC completed three different needs assessments by reviewing the school-based survey, academic data, and local data.
*The first one was completed after the first student survey was completed (October), and students indicated that based on student survey responses, one thing that needed to be added was more "Say No to Bullying" posters with a direct link for students/families to report bullying.
*The second needs assessment was completed after the district's Bullying Prevention and Intervention Report came out. Based on the YAC's feedback, students felt that bullying happened most frequently on the soccer fields and was related to poor sportsmanship and a lack of rule enforcement. Since the second needs assessment, new rules and supervision have been created during recess for students.
*A third needs assessment was completed after the 2nd survey was completed and indicated that students still feel least safe in the restrooms. We revisited this with our Youth Advisory Council again, and the administration team will be working with M&O to come up with a solution regarding their concern about the safety of the gaps in the bathroom stall doors. Students identified classroom behavior (impacting their learning) as an area of concern. In reviewing academic data, students identified math as an area of concern. Students then provided an analysis of causes and collaborated to give recommendations to improve student outcomes.

In addition to the points listed above, student surveys indicated the following.
Students expressed a need for small group instruction and early intervention (meaning early grade levels). Tafoya students expressed their love and need for Little Heroes and the Positive Behavior Intervention and Supports (PBIS). They said the programs let them be "leaders" and "take responsibility."   Students hope to keep PBIS Rewards and indicate that their teachers use them regularly and they earn rewards for their classroom store. They would like behavior to improve in name-calling, insults, and teasing. Some students indicated specific incidents happening in their classrooms or on campus. They want students to be kinder to each other. The YAC plans to meet again on 4-27-24 to review the School Plan for Student Achievement (SPSA), review their suggestions, and provide feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. The staff completed a needs assessment through a staff survey and an interactive and collaborative process at a staff meeting on 3/27/24. Tafoya's leadership team is made up of one representative from each grade level, physical education, special education, the English learner department, and both administrators. The team sees the need for programs such as Little Heroes, PBIS, Math Instruction, and anything that will help support behavior in the classroom. Math is still a concern because, as a school, we are still trying to learn new ways of making math accessible to all learners. Our teachers are working on creating math more visually, using manipulatives, frequent opportunities to practice their automaticity of math facts, and strong foundations in concepts and procedures.   Although our iReady scores are strengthening in numbers and operations in our youngest grade levels, and the effect will continue to move into the upper-grade levels as they progress through Tafoya, the progress may not yet be indicative through our CAASPP scores. Our work with the UC Davis Math Project (UCDMP) is helping to improve each of these areas through teacher professional development, coaching inside the classroom, and student interest and engagement in math through games, manipulatives, and experiential learning.

Needs assessment meetings were also held with ELAC (English Learner Advisory Committee) on 2/28/24 and SSC on 3/18/24 Both groups agree math is necessary, especially with our English Learner population and our students with disabilities Both groups felt early intervention provided by teachers/interventionists would continue to help support learning Both groups felt that more specific and targeted interventions could be provided to our subgroups that did not make as much growth as their counterparts They also felt that providing more push-in support may be beneficial Both groups were also interested in providing teachers with professional development on providing the best first instruction to all students so there was less need for student intervention Both parent groups expressed Little Heroes is one thing their kids look forward to on campus Both groups expressed the need for PBIS and Behavior support for our Tier 2 and

Tier 3 (highest need) students They have expressed that their students have come home upset over student behavior at school.

ELAC reviewed the SPSA on 4/24/24 and provided additional feedback, while staff reviewed it via a survey and provided additional feedback. The school site council reviewed the plan on 4/9/24, considered recommendations and feedback from all groups, and finalized/approved the SPSA on 4/29/24.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Woodland Joint Unified is partnering with Tafoya to identify potential resource inequities, including staffing inequities. This year, our 3rd grade team continued to have new staff members. We had 2 teachers new to the grade level. Fourth grade had a lot of instability in staff attendance. We had 2 staff members in 4th grade consistently out for medical reasons. We also had a sixth-grade and second-grade teacher out for 4 months on medical leave. Having identified these human resource inequities, the principal will work with human resources to improve student access.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Tafoya is currently scoring in Orange (low) in Mathematics. The subgroups of Hispanic students, English Learners, and Students with disabilities were significantly lower than their peers and fell into the very low category. To address our concerns around math decline, we have taken the following steps:

- Continued work with the UC Davis Math Project (UCDMP) to provide real-time coaching, planning, interactive lessons (with students), and PLC work with staff. The focus continues to be building automaticity of math concepts, procedures, and facts at early stages and creating a more robust foundation around the mathematical practices and math standards at each grade level.
- Utilization of Reflex Math to reinforce basic Math Facts of addition, subtraction, multiplication, and fractions.
- The purchase of iReady Toolkit to support our math students at varying levels of support (below grade level, at grade level, and above grade level) within the classroom setting and with the support of our paraeducators and intervention teachers.
- Adding an additional para on campus to help support behavior inside the classroom so stronger instructional practices can take place while students struggling with dysregulation are supported.

We will additionally be looking at our master schedule and possibly restructuring how supports are provided to our students with disabilities. We will begin to provide a stronger push-in model when possible.

- We will also ensure that all grade levels ensure 90 minutes of math daily.
- Adding a focus on attendance with a student with disabilities. 40% of students with disabilities were chronically absent in 22-23. Currently, our students with disabilities have a chronic absenteeism rate of 28% (based on the WJUSD Data Dashboard). Students need to be in school to make progress.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA - Students with disabilities scored two placement groups below their peers.
- The purchase of iReady Toolkit to support our math students at varying levels of support (below grade level, at grade level, and above grade level) within the classroom setting and with the support of our paraeducators and intervention teachers.
- Strengthen collaboration between Special Education and general education teachers to coordinate all lessons and pacing guides and provide support to the general education curriculum.
- Adding an additional para on campus to help support behavior inside the classroom so stronger instructional practices can take place while students struggling with dysregulation are supported.

We will additionally be looking at our master schedule and possibly restructuring how support is provided to our students with disabilities. We will begin to provide a stronger push-in model when possible.

- Adding a focus on attendance with a student with disabilities. % of students with disabilities were chronically absent in 22-23. currently, our students with disabilities have a chronic absenteeism rate of 28% (based on the WJUSD Data Dashboard). Students need to be in school to make progress.

Suspensions - Students with disabilities scored two placement groups below their peers.

- Adding an additional para on campus to help support behavior inside the classroom so stronger instructional practices can take place while students struggling with dysregulation are supported.
- Weekly meetings with our wellness teams to discuss progress

Current data supports that we are moving in the right direction. Our current suspension rate of students with disabilities is 4% for 23-24 (based on local reports in Aeries), a decrease from 9.6% for 22-23 (based on the California State Dashboard).

Chronic Absentism - The Asian student subgroup scored two placement groups below their peers.

- Weekly meetings with our wellness teams to discuss progress, specifically targeting subgroups with higher levels of chronic absenteeism. The attendance liaison actively checks in with families with higher attendance rates.

Current data supports that we are moving in the right direction. Our current chronic absenteeism rate of students with disabilities is 20% for 23-24 (based on local reports in Aeries), a decrease from 23.7% for 22-23 (based on the California State Dashboard).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.26%	0.38%	2	2	3
African American	3.5%	3.15%	2.42%	27	24	19
Asian	14.0%	14.72%	17.22%	107	112	135
Filipino	1.8%	1.18%	0.64%	14	9	5
Hispanic/Latino	60.2%	59.79%	56.38%	459	455	442
Pacific Islander	0.8%	1.05%	1.53%	6	8	12
White	14.7%	14.85%	14.8%	112	113	116
Multiple/No Response	3.0%	3.42%	4.21%	23	26	33
Total Enrollment				762	761	784

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	99	115	119
Grade 1	110	103	111
Grade 2	99	106	113
Grade3	82	108	114
Grade 4	101	90	118
Grade 5	123	111	94
Grade 6	148	128	115
Total Enrollment	762	761	784

Conclusions based on this data:

1. We had an increase in enrollment this year, which we predicted would happen due to adding a TK classroom to Tafoya. We predict stabilized enrollment for the 24-25 school year. Although we have an additional TK class, we have fairly stable numbers in all grade levels. By the 24-25 school year, we predict to exceed 800 students again, as all grade levels (K-6) will have 4 classrooms with 26+ in every classroom.

2. Based on the student group data, we can see our Hispanic subgroup has decreased from 20-21 to 22-23 by 4%, while our white population has maintained. We predicted an increase in our Asian population for the 22-23 school

year. It increased 3%. A continued increase in our Asian population is predicted based on our current TK and Kinder enrollment for the 23-24 school year.

3. We predict our enrollment for African American students will increase based on 23-24's current enrollment numbers.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	197	213	226	25.90%	28.0%	28.8%
Fluent English Proficient (FEP)	129	108	97	16.90%	14.2%	12.4%
Reclassified Fluent English Proficient (RFEP)	33			16.8%		

Conclusions based on this data:

1. The percentage of English Learners stabilized this year compared to years past. However, the number of English Learners is predicted to fall again due to the amount of reclassification and the lack of students identified as English learners in our current TK classrooms.

2. In reviewing our reclassification data, the number of reclassified students has declined over the years. This can be attributed to the pandemic and how greatly our students designated as English Learners were impacted during the time of learning at home without English-speaking peers and role models. We predict our 23-24 reclassification rates will be back to pre-pandemic levels.

3. The number of Fluent English Proficient students decreased by 4% since the 20-21 school year. This represents a sharp decrease and can be caused by a lack of early childhood enrollment (preschool) opportunities due to the pandemic, specifically for our socioeconomically disadvantaged students. We expect another decline in the 23-24 school year due to the change in TK age, the opting out of traditional preschools, and the choice of TK enrollment instead.   In preschool environments, students would get more exposure to the English language before taking their first English proficiency assessment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	109	109	0	108	109	0	108	109	0.0	99.1	100.0
Grade 4	106	96	125	0	94	125	0	94	125	0.0	97.9	100.0
Grade 5	126	115	96	0	110	94	0	110	94	0.0	95.7	97.9
Grade 6	151	130	117	0	127	116	0	127	116	0.0	97.7	99.1
All Grades	464	450	447	0	439	444	0	439	444	0.0	97.6	99.3

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.	2358.		4.63	8.26		17.59	14.68		21.30	22.94		56.48	54.13
Grade 4		2410.	2417.		5.32	11.20		19.15	23.20		26.60	16.00		48.94	49.60
Grade 5		2455.	2482.		8.18	13.83		23.64	28.72		30.91	27.66		37.27	29.79
Grade 6		2506.	2512.		11.81	11.21		25.98	33.62		33.07	32.76		29.13	22.41
All Grades	N/A	N/A	N/A		7.74	11.04		21.87	25.00		28.25	24.55		42.14	39.41

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading								
Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.63	7.34		52.78	51.38		42.59	41.28
Grade 4		5.32	9.60		59.57	59.20		35.11	31.20
Grade 5		10.91	13.83		60.00	67.02		29.09	19.15
Grade 6		16.54	13.79		55.91	62.07		27.56	24.14
All Grades		9.79	11.04		56.95	59.68		33.26	29.28

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Writing								
Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		6.48	8.26		36.11	33.03		57.41	58.72
Grade 4		5.32	4.80		53.19	48.80		41.49	46.40
Grade 5		5.45	8.51		52.73	68.09		41.82	23.40
Grade 6		7.87	10.34		55.91	59.48		36.22	30.17
All Grades		6.38	7.88		49.66	51.80		43.96	40.32

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Listening								
Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		1.85	5.50		74.07	78.90		24.07	15.60
Grade 4		6.38	7.20		73.40	68.00		20.21	24.80
Grade 5		8.18	12.77		77.27	75.53		14.55	11.70
Grade 6		13.39	13.79		70.87	74.14		15.75	12.07
All Grades		7.74	9.68		73.80	73.87		18.45	16.44

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56	1.83		58.33	66.97		36.11	31.19
Grade 4		3.19	7.20		67.02	71.20		29.79	21.60
Grade 5		10.00	12.77		60.91	69.15		29.09	18.09
Grade 6		14.17	12.93		65.35	70.69		20.47	16.38
All Grades		8.66	8.56		62.87	69.59		28.47	21.85

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Conclusions based on this data:

1. As a whole school, the percentage of students at or above standard has increased while decreasing the number of students below standard. This is indicative of both ends of the spectrum having their needs met. Data-driven discussions and discourse have been happening regularly through the PLC process.

2. The 3rd grade seems to be most impacted and shows the lowest percentage of students on grade level while also showing over 50% of students not meeting the standard. This could be due to foundational concepts of print, phones, reading, and writing missing due to the pandemic or a brand-new teaching team in the grade level. Based on preliminary local ELA data, we predict higher scores this year.

3. Third grade has the highest number of students below standard in reading and writing. Writing is one of the weakest areas school wide. Implementing a school-wide/district-wide writing program can be beneficial.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	109	109	0	108	109	0	108	109	0.0	99.1	100.0
Grade 4	106	96	124	0	95	123	0	95	123	0.0	99.0	99.2
Grade 5	126	115	96	0	113	94	0	113	94	0.0	98.3	97.9
Grade 6	151	130	117	0	127	115	0	127	115	0.0	97.7	98.3
All Grades	464	450	446	0	443	441	0	443	441	0.0	98.4	98.9

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.	2362.		3.70	7.34		17.59	10.09		19.44	19.27		59.26	63.30
Grade 4		2410.	2412.		2.11	4.07		12.63	18.70		35.79	28.46		49.47	48.78
Grade 5		2444.	2438.		7.96	3.19		8.85	12.77		23.89	28.72		59.29	55.32
Grade 6		2496.	2484.		11.81	13.91		19.69	13.91		29.92	29.57		38.58	42.61
All Grades	N/A	N/A	N/A		6.77	7.26		14.90	14.06		27.09	26.53		51.24	52.15

Overall Achievement for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.41	9.17		38.89	32.11		53.70	58.72
Grade 4		4.21	7.32		40.00	40.65		55.79	52.03
Grade 5		9.73	8.51		35.40	41.49		54.87	50.00
Grade 6		14.17	14.78		40.94	40.00		44.88	45.22
All Grades		9.26	9.98		38.83	38.55		51.92	51.47

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.26	7.34		41.67	34.86		49.07	57.80
Grade 4		4.21	4.07		47.37	48.78		48.42	47.15
Grade 5		6.19	4.26		49.56	51.06		44.25	44.68
Grade 6		10.24	8.70		51.18	49.57		38.58	41.74
All Grades		7.67	6.12		47.63	46.03		44.70	47.85

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70	9.17		50.93	45.87		45.37	44.95
Grade 4		2.11	6.50		60.00	50.41		37.89	43.09
Grade 5		3.54	4.26		52.21	51.06		44.25	44.68
Grade 6		14.96	10.43		63.78	60.87		21.26	28.70
All Grades		6.55	7.71		56.88	52.15		36.57	40.14

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Conclusions based on this data:

1. The percentage of students at or above standard has been maintained school-wide, with an average of 21% between all grade levels. 6th grade continues to have the highest percentage of students meeting or exceeding standards. 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 has increased slightly in the area of basic concepts and procedures. However, all grade levels (except 6th grade) have students above 50% below the standard in this area. Although all grade levels except 6th grade are above 50% of students below the standard in this area, all grade levels except 3rd grade have decreased the number of students below the standard. When looking at the cohort of students from one year to the next, there is

a decline in students working below standards every year. The work we are currently doing with the UC Davis Math Project will continue to prove fruitful in 1-2 years, with our focus being on the primary grades to increase and support math development in upper grades.

3. It is predicted that our concepts and procedures will continue to improve for the 23-24 school year based on the work with the UC Davis Math Project, Professional Learning Communities, and Reflex math work we have been doing this school year, along with preliminary local assessment data.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	1401.7	1406.3	1417.1	1425.1	1427.5	1432.8	1347.2	1356.6	1379.9	41	37	45
1	1430.1	1422.5	1424.3	1460.3	1456.1	1450.5	1399.4	1388.4	1397.6	41	40	37
2	1460.6	1462.9	1480.1	1477.5	1473.0	1493.1	1443.2	1452.2	1466.6	31	34	39
3	1494.7	1471.7	1484.9	1496.5	1475.7	1489.3	1492.5	1467.4	1480.2	24	30	40
4	1480.9	1525.4	1500.4	1477.9	1533.7	1497.4	1483.1	1516.5	1502.9	14	28	32
5	1523.5	1519.4	1540.0	1533.3	1510.5	1535.6	1513.0	1527.9	1543.9	23	15	23
6	1526.7	1522.8	1522.2	1536.4	1527.7	1532.2	1516.4	1517.4	1511.8	14	19	13
All Grades										188	203	229

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	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	7.89	2.70	8.89	26.32	27.03	33.33	42.11	54.05	46.67	23.68	16.22	11.11	38	37	45
1	9.76	0.00	0.00	19.51	22.50	21.62	36.59	37.50	40.54	34.15	40.00	37.84	41	40	37
2	6.45	5.88	20.51	35.48	47.06	35.90	35.48	29.41	23.08	22.58	17.65	20.51	31	34	39
3	4.17	6.67	12.50	58.33	23.33	27.50	29.17	36.67	35.00	8.33	33.33	25.00	24	30	40
4	7.14	25.00	18.75	28.57	50.00	18.75	35.71	17.86	28.13	28.57	7.14	34.38	14	28	32
5	21.74	26.67	34.78	39.13	40.00	39.13	21.74	6.67	21.74	17.39	26.67	4.35	23	15	23
6	14.29	10.53	23.08	42.86	42.11	30.77	35.71	31.58	15.38	7.14	15.79	30.77	14	19	13
All Grades	9.73	8.87	14.85	33.51	34.48	29.26	34.59	33.50	32.75	22.16	23.15	23.14	185	203	229

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Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.16	16.22	11.11	39.47	35.14	44.44	26.32	35.14	33.33	21.05	13.51	11.11	38	37	45
1	26.83	27.50	13.51	29.27	25.00	40.54	31.71	35.00	29.73	12.20	12.50	16.22	41	40	37
2	19.35	20.59	41.03	38.71	38.24	28.21	35.48	32.35	25.64	6.45	8.82	5.13	31	34	39
3	37.50	13.33	32.50	50.00	43.33	42.50	4.17	33.33	12.50	8.33	10.00	12.50	24	30	40
4	21.43	42.86	21.88	35.71	46.43	25.00	14.29	7.14	37.50	28.57	3.57	15.63	14	28	32
5	60.87	60.00	43.48	21.74	13.33	43.48	8.70	0.00	8.70	8.70	26.67	4.35	23	15	23
6	28.57	26.32	53.85	71.43	52.63	7.69	0.00	15.79	23.08	0.00	5.26	15.38	14	19	13
All Grades	28.11	26.60	27.51	38.38	36.45	35.81	21.08	26.11	25.33	12.43	10.84	11.35	185	203	229

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Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		0.00	4.44		8.11	13.33		45.95	44.44		45.95	37.78		37	45
1		0.00	0.00		15.00	8.11		17.50	29.73		67.50	62.16		40	37
2		2.94	17.95		32.35	30.77		20.59	17.95		44.12	33.33		34	39
3		0.00	5.00		13.33	25.00		40.00	30.00		46.67	40.00		30	40
4		10.71	15.63		32.14	12.50		32.14	28.13		25.00	43.75		28	32
5		20.00	21.74		20.00	21.74		26.67	39.13		33.33	17.39		15	23
6		5.26	7.69		10.53	15.38		52.63	38.46		31.58	38.46		19	13
All Grades		3.94	9.61		18.72	18.34		32.51	31.88		44.83	40.17		203	229

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Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.16	18.92	17.78	71.05	70.27	71.11	15.79	10.81	11.11	38	37	45
1	34.15	30.00	37.84	48.78	60.00	48.65	17.07	10.00	13.51	41	40	37
2	12.90	23.53	33.33	80.65	70.59	64.10	6.45	5.88	2.56	31	34	39
3	25.00	23.33	12.50	75.00	50.00	65.00	0.00	26.67	22.50	24	30	40
4	35.71	53.57	21.88	35.71	46.43	50.00	28.57	0.00	28.13	14	28	32
5	39.13	26.67	26.09	52.17	53.33	69.57	8.70	20.00	4.35	23	15	23
6	14.29	26.32	15.38	71.43	57.89	69.23	14.29	15.79	15.38	14	19	13
All Grades	24.32	28.57	24.02	63.24	59.61	62.01	12.43	11.82	13.97	185	203	229

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Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.79	10.81	17.78	52.63	59.46	66.67	31.58	29.73	15.56	38	37	45
1	19.51	15.00	2.70	70.73	60.00	81.08	9.76	25.00	16.22	41	40	37
2	25.81	20.59	48.72	64.52	64.71	43.59	9.68	14.71	7.69	31	34	39
3	50.00	30.00	42.50	41.67	53.33	52.50	8.33	16.67	5.00	24	30	40
4	28.57	53.57	21.88	64.29	39.29	56.25	7.14	7.14	21.88	14	28	32
5	78.26	66.67	82.61	21.74	13.33	8.70	0.00	20.00	8.70	23	15	23
6	71.43	55.56	53.85	28.57	38.89	38.46	0.00	5.56	7.69	14	18	13
All Grades	35.68	30.20	34.06	52.43	51.49	53.71	11.89	18.32	12.23	185	202	229

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.70	6.67	60.53	78.38	80.00	39.47	18.92	13.33	38	37	45
1	7.32	7.50	2.70	31.71	17.50	24.32	60.98	75.00	72.97	41	40	37
2	6.45	2.94	23.08	61.29	52.94	43.59	32.26	44.12	33.33	31	34	39
3	4.17	0.00	7.50	50.00	30.00	32.50	45.83	70.00	60.00	24	30	40
4	0.00	10.71	12.50	42.86	60.71	21.88	57.14	28.57	65.63	14	28	32
5	13.04	6.67	26.09	52.17	53.33	52.17	34.78	40.00	21.74	23	15	23
6	0.00	5.26	0.00	35.71	31.58	23.08	64.29	63.16	76.92	14	19	13
All Grades	4.86	4.93	11.35	48.65	46.31	42.36	46.49	48.77	46.29	185	203	229

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.53	10.81	22.22	28.95	32.43	31.11	60.53	56.76	46.67	38	37	45
1	0.00	2.50	0.00	43.90	42.50	59.46	56.10	55.00	40.54	41	40	37
2	0.00	14.71	15.38	53.33	50.00	58.97	46.67	35.29	25.64	30	34	39
3	12.50	10.00	15.00	70.83	70.00	62.50	16.67	20.00	22.50	24	30	40
4	7.14	17.86	34.38	57.14	60.71	28.13	35.71	21.43	37.50	14	28	32
5	8.70	46.67	34.78	69.57	33.33	60.87	21.74	20.00	4.35	23	15	23
6	7.14	15.79	46.15	78.57	84.21	23.08	14.29	0.00	30.77	14	19	13
All Grades	5.98	13.79	20.52	52.72	51.72	48.03	41.30	34.48	31.44	184	203	229

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students performing at Level 4 increased in all grade levels except 4th grade. The percentage of students performing at Level 4 has also increased in each cohort moving from one grade level to the next, except for 1st and 6th grade. This may be from the pandemic and not having high exposure to the English Language outside the home from teachers and peers due to learning from home. This may be due to the complexity of tests introduced at these two levels or more robust integrated English Language Development practices needed at these grade levels.

2. The domain with the highest number of beginners is consistently reading, with 46.2% of all English Learners scoring at the beginning level. This has not yet returned to pre-pandemic levels. However, a greater number of students are impacted in grades K-3, with roughly 161 of K-3 English Learners scoring at a beginning level in reading, compared to 68 students in grades 4-6. This indicates we need to have a stronger focus in the intervention work we do throughout the year to target our students scoring Level 1 more heavily in the specific reading area.

3. The number of students at Level 1 in grades 1 is exceptionally high. Although while commenting on this data is now outdated and we will have new data soon, this has been a continued trend over multiple years. This data can

be combined with the ELPAC data from 22-23 to target our instructional needs for all students. Students may not have acquired the necessary reading skills to perform well by the ELPAC in February. The team should look at taking the ELPAC a month or two later in 1st grade to see if scores increase.

School and Student Performance Data

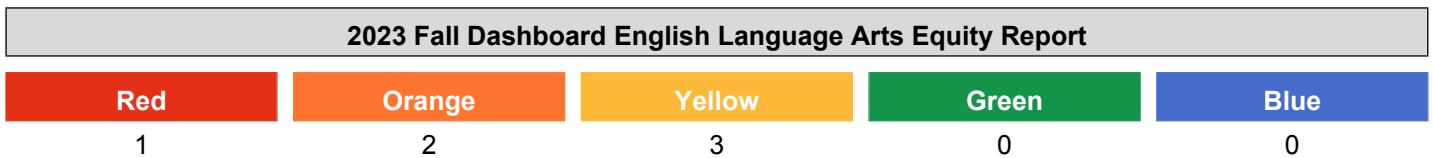## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
784	**77.2**	**28.8**	**0.6**
Total Number of Students enrolled in Ramon S. Tafoya Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	226	28.8
Foster Youth	5	0.6
Homeless	4	0.5
Socioeconomically Disadvantaged	605	77.2
Students with Disabilities	100	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	2.4
American Indian	3	0.4
Asian	135	17.2
Filipino	5	0.6
Hispanic	442	56.4
Two or More Races	33	4.2
Pacific Islander	12	1.5
White	116	14.8

Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students, with 56.4% and roughly 442 students. This has stayed relatively consistent.

2. Our next largest group, with 17.2%, is our Asian student subgroup, which had a 2.5% increase. Our white population maintained within 0.1%.

3. A large percentage (77.2%) of our population is identified as socioeconomically disadvantaged, which has increased by 3% from last year. We feel this was due to an increase in families filling out their free and reduced lunch applications through the AERIES data confirmation process versus an actual increase in the socioeconomically disadvantage subgroup.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Yellow		

Conclusions based on this data:

1. We are no longer in areas of concern in all 5 performance indicators. We are only in an area of concern in one performance indicator, math.

2. Although all areas are of concern improved (except math), our most significant need is within our students with disabilities subgroup, which has achievement and opportunity gaps in all areas.

3. All areas of academics continue to show need; however, our highest area of need is mathematics due to its distance from standard compared to English Language Arts.

School and Student Performance Data

Academic Performance
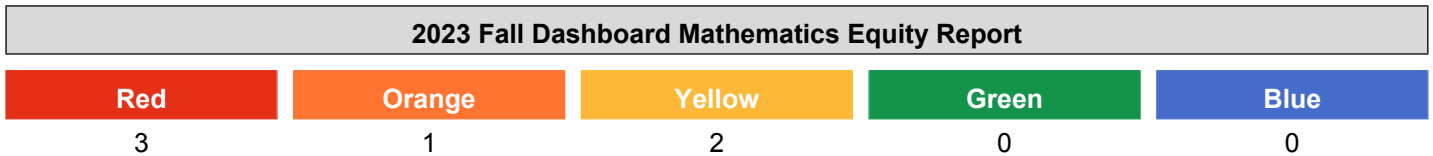**English Language Arts**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	3	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
43.3 points below standard	71.3 points below standard	
Increased +7.7 points	Increased +4.2 points	2 Students
426 Students	142 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
	56.7 points below standard	114.7 points below standard
3 Students	Increased +3.4 points	Maintained -1.2 points
	322 Students	64 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
95.3 points below standard	Less than 11 Students	Orange	Less than 11 Students
Increased Significantly +19.2 points	3 Students	11.1 points below standard	4 Students
12 Students		Maintained +1.4 points	
		65 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	55.8 points below standard	Less than 11 Students	Yellow
57.9 points below standard	Increased Significantly +21.2 points	6 Students	8.2 points below standard
Increased +6.6 points	11 Students		Increased Significantly +17.1 points
251 Students			71 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.7 points below standard	7.7 points above standard	39.9 points below standard
Increased Significantly +25.1 points	Increased Significantly +19.6 points	Increased +7.7 points
86 Students	56 Students	245 Students

Conclusions based on this data:

1. All subgroups maintained their points distance from standard, increased, or increased significantly except our students with disabilities, who continued to score 2 performance levels below all students (very low). This represents the need to support all student groups, but most importantly, our students with disabilities. Our classrooms can benefit from utilizing Univeral Design for Learning (UDL) to support ALL learners in the classroom with the best first instruction with visual supports and guided supports. It would also benefit our students to revisit our master schedule to provide push-in support versus pullout support for Specialized Academic Instruction. Attendance also needs to be addressed, as 40% of our students with disabilities were chronically absent.

2. Our White and Asian subgroups outperformed all other subgroups by at least 40 points and at most 100 points. This shows a significant gap between subgroups. This is another indication of the benefit for classrooms utilizing Univeral Design for Learning (UDL) to support ALL learners in the classroom with the best first instruction. These two subgroups comprise roughly 30% of our population, meaning 70% of students can benefit from differentiated/scaffolded instruction.

3. Our reclassified English-proficient students made more progress than our English Learners and English-only students. This shows that focusing on language development in the early stages supports students' success in the long term.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
76.5 points below standard	103.4 points below standard	
Decreased -6.5 points	Decreased -12.1 points	2 Students
423 Students	141 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	90.5 points below standard	142.3 points below standard
3 Students	Decreased -10.7 points	Decreased Significantly -17 points
	319 Students	63 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
104.2 points below standard	Less than 11 Students	Yellow	Less than 11 Students
Increased Significantly +24.5 points	3 Students	33.3 points below standard	4 Students
12 Students		Increased +6.7 points	
		65 Students	

Hispanic	Two or More Races	Pacific Islander	White
Red	108.5 points below standard	Less than 11 Students	Yellow
98.6 points below standard	Decreased Significantly -34.9 points	6 Students	29.8 points below standard
Decreased -14.9 points	11 Students		Increased +13 points
248 Students			71 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.2 points below standard	50.6 points below standard	73.7 points below standard
Maintained +0.8 points	Maintained -1.1 points	Decreased -6.8 points
85 Students	56 Students	243 Students

Conclusions based on this data:

1. Math continues to be an area of higher need for Tafoya. All subgroups scored low except for students with disabilities, English Learners, and the Hispanic subgroup, who scored very low. They scored 20-55 points lower than our student average. It calls out a need for increased best-first instruction to support ALL learners. Our classrooms can benefit from utilizing Univeral Design for Learning (UDL) to support ALL learners in the classroom with the best first instruction with visual supports and guided supports. It would also benefit our students to revisit our master schedule to provide push-in support versus pullout support for Specialized Academic Instruction. Attendance also needs to be addressed, as 40% of our students with disabilities were chronically absent.

2. White, Asian, and RFEP students are the only student groups that are less than 50 points below standard. This shows a significant achievement gap between our subgroups. Three subgroups are not retaining math knowledge in the same way or rate as their peers, and we need to ensure math instruction is accessible to ALL learners.

3. Our reclassified students outperform all other subgroups. This shows that focusing on language development supports students' long-term success in all subject areas. It also shows the importance of being proficient in the English language and reading at grade level and how it is also beneficial to students on the math state test.

School and Student Performance Data

Academic Performance
### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Yellow
44.9 points above standard making progress towards English language proficiency
Number of EL Students: 178 Students
Performance Level: 2
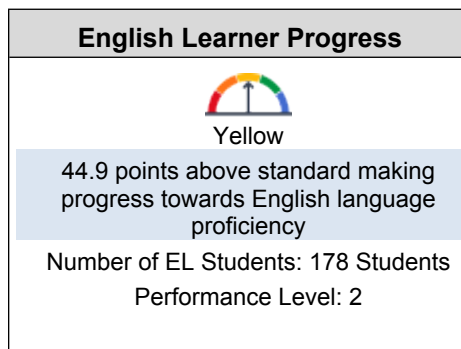
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
47	51	3	77

Conclusions based on this data:

1. 43.3% of students made progress by one level. This highlights the continued need to create more opportunities to discuss student data and progress more regularly throughout the year in a quantitative way.

2. 26.4% of students decreased their English Learner Performance Indicator (ELPI) level. This is a direct result of our English Language Specialists and the direct work we are doing in our designated English Language Development classes. However, our integrated English Language Development must improve, and it is also indicative of our CAASPP math scores.

3. 28.7% of students maintained their current English Language proficiency. This was expected to increase even more after virtual learning had to be returned to in-person learning; however, it shows the need to spend more time designing instruction for all learners to access their lessons through integrated English Language Development instruction.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This data is not available for elementary students.

School and Student Performance Data

Academic Engagement
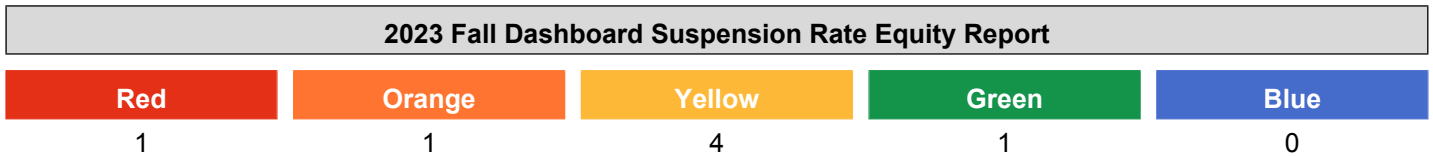### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
32.8% Chronically Absent	35.8% Chronically Absent	
Declined Significantly -9.7	Declined Significantly -15.6	5 Students
814 Students	232 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	36.7% Chronically Absent	40.5% Chronically Absent
7 Students	Declined Significantly -11.1	Declined -12.9
	626 Students	121 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
40% Chronically Absent Increased 1.5 20 Students	Less than 11 Students 3 Students	Red 23.7% Chronically Absent Maintained -0.2 139 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 37.1% Chronically Absent Declined Significantly -12.7 453 Students	Orange 22.4% Chronically Absent Declined -16.6 58 Students	50% Chronically Absent 0 12 Students	Orange 29.8% Chronically Absent Declined -4.3 124 Students

Conclusions based on this data:

1. 32.8% of our students are chronically absent, a significant decline from the year before (nearly 10%). However, some lingering effects of COVID-19 and other respiratory illnesses kept students out of school for prolonged periods of time.

2. Although all subgroups fell into the "high" or "medium" category, our Asian subgroups did not decrease their chronic absenteeism at the same rate. They fell into the "very high" category. Preliminary data (WJUSD Data Dashboard) shows this will not be the case for 23-24. This subgroup currently sits at 20% chronic absenteeism (as of 3/21/24), compared to 23% last year. This data leads one to believe that the chronic absenteeism of this subgroup may be more related to absences from independent study-related absences versus illnesses. A deeper dive into this area would be beneficial to the team.

3. 85% (229/267) of our chronically absent students. This indicates how much economic status and living conditions affect absenteeism. An additional subgroup with the highest percentage of their subgroup with chronic absenteeism is our students with disabilities (~40%). Continued work with our Wellness Teams and monitoring their absences closely will be beneficial. It is also predicted our students with disabilities subgroup will improve as they are currently at 28% chronically absent (as of 3/21/24).

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Does not apply

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	4	1	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	Less than 11 Students
3.4% suspended at least one day	3% suspended at least one day	5 Students
Declined Significantly -2.1	Declined -0.9	
828 Students	235 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Yellow	Red
Declined -9.1	3.9% suspended at least one day	9.6% suspended at least one day
11 Students	Declined Significantly -2.3	Increased 0.5
	634 Students	125 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
4.8% suspended at least one day	Less than 11 Students	Orange	Less than 11 Students
Declined -2.4	3 Students	2.9% suspended at least one day	5 Students
21 Students		Increased 1.3	
		139 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	0% suspended at least one day	Yellow
3.5% suspended at least one day	3.3% suspended at least one day	12 Students	3.9% suspended at least one day
Declined Significantly -2.2	Declined -14.1		Declined -0.9
460 Students	61 Students		127 Students

Conclusions based on this data:

1. Our suspension rate has decreased significantly compared to the 2023 school year. In the 21-22 school year, 42 students were suspended one or more times, while in the 22-23 school year, 28 students were suspended one or more times. Upon more extractable data, most suspensions happened due to bullying and physical aggression (70% of all offenses). Since returning to in-person learning, students have struggled to communicate their needs and how to be in school with peers. We have continued to increase social-emotional lessons, specifically in our youngest learners, along with solid Tier 2/Tier 3 interventions with the support of our Wellness Team. We have a consistent behaviorist to support behaviors and an additional para to support behaviors and implement behavior plans in classrooms with higher behavior needs.

2. The subgroup with the most students suspended was our socioeconomically disadvantaged students, 24 of 28 students. Social groups, directly teaching communication skills, and relationship building are essential with this specific population.

3. Our second highest group of students suspended was Students with Disabilities at 43% (12/46). This indicates more training and support needed for our general education classrooms and lessons directly taught to our students with disabilities around using language to solve problems with peers or frustrations around their education. This will continue to decrease based on preliminary data. Currently, for the 23-24 school year, only 4% of students with disabilities have been suspended one or more times, while 9.6% were suspended one or more times last year. There is a direct need for continued professional development in supporting our students with disabilities who may struggle with language or dysregulation regularly.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

> After reviewing WJUSD Dashboard data and hearing anecdotal data from community partners, including families, local businesses, and colleges, our partners concluded that students' and parents' preparation for college and careers must begin in elementary school.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Number of students who participate in VAPA (Visual and Performing Arts).	**Music/Band** Baseline: 20-21: All students in grades 4-6 had the opportunity to participate in band this year. We had 57 students participate in the instrumental band. In addition, all 4th-grade students participated in violin roughly 90 students. All teachers completed at least one VAPA lesson per trimester(although not provided by a docent). After-school opportunities were not available this school year. 21-22: 22% of 5-6 grade students participate in the band. In addition, roughly 90 students have been participating in violin. 22-23: 37% of all 5th and 6th graders participate in band. In addition, all 4th-grade students (~120) participate in violin. ACTUAL: 23- 24: 37% of all 5th and 6th graders participate in band. In addition, all 4th-grade students (~104 students) participate in violin. Art: 20-21: NO BASELINE 21-22: All teachers completed 1 VAPA lesson per trimester (not provided by a docent), but after-school opportunities were unavailable. 22-23: All teachers completed more than 1 VAPA lesson per trimester, and every grade level had a teacher come in and teach ART, once if not more. Although VAPA classes were not directly offered to all students, we increased our after-school program, Expanding Minds, from 100 students to 210 students, and all students were exposed to many VAPA opportunities through the program. All students are eligible for our Expanding Minds program. ACTUAL:	**Music/Band** All 4-6 graders will continue to have the opportunity to participate in an instrumental band. Our goal is to maintain or increase our participation from 37% of 5th and 6th-grade students participating in Band to 40%. **Art** All students will be able to participate in an after-school VAPA class; our goal is to have 5% of our students participate in an after-school VAPA opportunity. All teachers will continue to produce at least one VAPA lesson per trimester. We will continue to showcase students and class art projects through our Weekly News. These will also be tied into events that already take place on our campus (parent-teacher conferences and Open-House).

| | | 23-24: All teachers completed more than 1 VAPA lesson per trimester. Not all were provided by a docent or additional art teacher. However, Expanding Minds offered multiple VAPA opportunities to our 257 students in the after-school program. A new VAPA opportunity introduced this year, including a community performance, was Bollywood Dancing. All students are eligible for our Expanding Minds Program. | |
| College and Career | | Baseline:
20-21: NO BASELINE

21-22: In June 2022, a college and career week occurred. Classes did not complete a showcase event each trimester, but teachers continued to show various colleges on Tuesdays.

22-23:Teachers continued to showcase colleges weekly. We will have a College and Career Week and showcase the first week in June. We will have a "College Pathways" event for our 4th, 5th, and 6th-grade parents to attend at the end of May.

ACTUAL:
23-24: Teachers continued to showcase college and careers weekly and continue to wear college gear on Tuesdays. Instead of showcasing individual classes, we add college and career showcases to our "Weekly News" segments so every student TK-6th will have the opportunity to listen and learn about opportunities.

We will have a College and Career Week and showcase at the end of May. We will also have a "College Pathways" event for our 5th- and 6th-grade parents to attend at the end of May. The event will promote the necessary A-G requirements for 4-year Universities, different routes for college (community to a 4-year vs. direct to 4 years), financial aid, and the effects of screentime/social media. | We will continue to have a college and career week. We look to move this up so it is not at the end of the year. We will also continue to add College and CAreer segments to our weekly memos. We will expand our College Pathways Event for families to multiple presentations. Classes will continue to "travel" virtually to various college opportunities nationwide. |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Provide resources to create videos or PowerPoint presentations for college and career options. Provide instructional time and project timelines for each trimester to develop and showcase student projects and time for the presentation of various colleges, careers, and trades. Students will improve their awareness of multiple colleges and careers by preparing class presentations for their peers and "buddy classrooms" to learn more about various universities, trade schools, and professions. A focus will also include research on 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	All students with an emphasis on English learners and students with disabilities	300 Title I Part A: Basic Grants Low-Income and Neglected 800 Supplemental/Concentration
1.2	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	All students with an emphasis on English learners and students with disabilities	2000 Supplemental/Concentration 2000 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal 1 for Tafoya encompasses more than just kids in our school band. However, we do have a large percentage of students participating. We have had an art teacher come in and teach lessons. We have also showcased art in classrooms, at the district level, and in our Weekly News. We have also incorporated our college and career focus into our weekly news. We also have exposure to college regularly on Tuesdays, and we will have College and Career Week in the third trimester, along with a College Pathways Event. An area of concern is the scheduling for band and violin. The band is provided as a pullout option, and students miss valuable minutes for their core instruction times. If there were a way for all students to be pulled out together, this would benefit all students.

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

We were able to supply art materials and supplies to any teachers who requested the materials during art lessons. We had initially intended the opportunity for after-school VAPA opportunities. However, only some staff members could partake in extended duty opportunities. Art is heavily prioritized at Tafoya inside every classroom and happens regularly. However, our Expanding Minds after-school program offered them, which still provided opportunities to over 250 students.

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 our experiences this year, we have made some adjustments. We look forward to continuing with college and career weeks this coming year, along with the addition of a family "College Pathways" event. The event will promote the necessary A-G requirements for 4-year Universities, different routes for college (community to a 4-year vs. direct to 4 years), financial aid, and the effects of screentime/social media.   This will be extended to all 5th, and 6th-grade families. We intended to have it earlier this year. However, that did not happen. We have decreased the money for college and career but have maintained the money towards VAPA contracts to work with outside companies. As we move forward, we will continue to make after-school VAPA opportunities available through teacher adjunct duties and our Expanding Minds After School Program.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Performance level on English Language Arts (ELA) and Math Academic Indicator.	Baseline: 20-21: Due to the COVID-19 pandemic, state law has suspended reporting state indicators on the 2021 Dashboard. 21-22: As measured by the California Assessment of Student Performance and Progress (CAASPP), students scored 50.1 points below standard in English language arts (Low) and 70.1 points below standard in Math (Low) on the 2022 California School Dashboard. Subgroup data included: ELA White students = Low SED students = Low Hispanic students = Low Asian = Low English Learners = Very Low St. w/ Disabilities = Very Low Math White students = Low SED students = Low Hispanic students = Low Asian = Low English Learners = Low St. w/ Disabilities = Very Low Actual: 22-23: As measured by the California Assessment of Student Performance and Progress (CAASPP), students scored 43.4 points below standard in English language arts (Low/orange) and 76.5 points below standard in Math (Low/orange) on the 2023 California School Dashboard. Subgroup data included: ELA White students = Low/Yellow SED students = Low/Yellow Hispanic students = Low/Yellow Asian = Low/Orange English Learners = Very Low/Orange St. w/ Disabilities = Very Low/Red Math White students = Low/Yellow SED students = Low/Orange Hispanic students = Very Low/Red Asian = Low/Yellow English Learners = Very Low/Red St. w/ Disabilities = Very Low/Red	Students will improve the distance from standard in each subject by 3.4 points or more; this will be 40 points from standard in English Language Arts and 73.1 points below in math as measured by the California Assessment of Student Performance and Progress CAASPP. This will maintain our status of "Low" this year in Language Arts but continue to increase our scores. While our status in Math will remain in "Low," it will move Tafoya to a color of Yellow on the progress indicator while also improving our scores. This will mean both groups will continue to increase their scores each year: Subgroup Goal for ELA: White students = Low/Yellow SED students = Low/Yellow Hispanic students = Low/Yellow Asian = Medium/Green English Learners = Low/Yellow St. w/ Disabilities = Very Low/Orange Subgroup Goal for Math: White students = Low/Yellow SED students = Low/Yellow Hispanic students = Low/Yellow Asian = Low/Yellow English Learners = Low/Yellow St. w/ Disabilities = Very Low/Orange

Performance level on English Learner Progress Indicator (ELPI)	Baseline: 20-21: 41.6% of English Learners are progressing toward English language proficiency. 21-22: 42.2% of English Learners are progressing toward English language proficiency. ACTUAL: 22-23: 43.3% of English Learners are progressing toward English language proficiency. We did not meet our goal, but we did increase.	Tafoya will increase by at least 3% and have 46.3% or more English Learners progress toward English language proficiency. This will move Tafoya into the Medium Category and the Green. We will also decrease the number of students decreasing by 1 level by 5%.
Percentage of students in both the Meets and Exceeds Standards level on California Assessment of Student Performance and Progress (CAASPP) English Language Arts.	Baseline: 20-21: 42% of all students who took the CAASPP in 2019 either met or exceeded the standard in English Language Arts. (Last baseline) 21-22: 28% of all students who took the CAASPP in 2022 either met or exceeded the standard in English Language Arts. ACTUAL: 22-23: 36% of all students who took the CAASPP in 2023 either met or exceeded the standard in English Language Arts. Tafoya met their goal.	Tafoya will increase the number of students meeting or exceeding the standard in English Language Arts by 2-5%, as measured by the CAASPP.
Percentage of students in both the Meets and Exceeds Standards level on California Assessment of Student Performance and Progress (CAASPP) Math.	Baseline: 20-21: 28% of all students that took the CAASPP in 2019 either met or exceeded standard in Math. (Last baseline) 21-22: 22% of all students who took the CAASPP in 2022 either met or exceeded the standard in Math. ACTUAL: 22-23: 21% of all students that took the CAASPP in 2023 either met or exceeded standard in Math.	Tafoya will increase the number of students meeting or exceeding standard in Math by 5-10%.
Percentage and number of students who are chronically absent	Baseline: 20-21 (Virtual Learning): Tafoya's chronically absent increased to 14.3% (113 students), a considerable increase. The groups most impacted were our Hispanic (83/113) and Socioeconomically Disadvantaged (91/113) subgroups. 21-22: Tafoya's chronically absent students increased to 42.5% (339 students), a considerable increase. The largest number of chronically absent students fall into the	Tafoya will decrease the number of students chronically absent by at least 5%. Asian Student Subgroups: We will decrease the Asian students subgroup (of those chronically absent) by at least 3.5% as well. They are already below our school average. This would move them up one category (into High) and over to the far right on the 5x5 matrix.

	Socioeconomically Disadvantaged (287/339) subgroup. ACTUAL: 22-23: Tafoya's chronic absence decreased to 32.8% (267 students), a considerable decrease. The largest number of chronically absent students falls into the socioeconomically disadvantaged (229/267) subgroup. The subgroup that did not decrease their chronic absenteeism was the Asian student group, with 23%.	
Student sense of safety and school connectedness	Baseline 20-21: NO BASELINE 21-22: California Health Kids Survey (CHKS 21-22) (Data received after SPSA completion). The California Healthy Kids Survey (only completed by 5th graders). 63 of our 120 5th graders completed the survey (53%). 63% of those students feel connected to school, and 69% feel safe while at school. 22-23: California Health Kids Survey (CHKS 22-23) (Data received after SPSA completion). California Healthy Kids Survey (only completed by 5th graders), 73 of our 105 5th graders completed the study (53%). 66% of those students have a sense of school connectedness, and 73% feel safe while at school. Actual: 23-24: California Health Kids Survey (CHKS 22-23) (Data received after SPSA completion). The California Healthy Kids Survey (only completed by 5th graders). 63 of our 125 5th graders completed the survey (53%). 65% of those students feel connected to school, and 68% feel safe while at school.	Tafoya will increase each percentage by 3 or more percentage points.
Suspension rate	Baseline: 20-21: 0.003% of students (3 students total) were suspended in the 20-21 school year. 21-22: 5.5% of students (46 total) were suspended in the 21-22 school year. ACTUAL: 22-23 3.4% of students (28 total) were suspended in the 22-23 school year.	Suspension rates will continue to decrease overall by 0.5%. Students with disabilities Goals: Suspensions for students with disabilities will decrease by 1.0% (double the overall)

	23-24 (BASED ON AERIES) 1.6% of students (13 students) were suspended in the 23-24 school year as of 4/22/24. 4.7% of students with disabilities (5/105) were suspended in the 23-24 school year as of 4/22/24	
Parent/family satisfaction on California Healthy Kids Survey, on key indicators	Baseline: 20-21: VIRTUAL. Based on the Healthy Kids Survey (2021), 24 Parents responded. This included: • 100% agreeing or strongly agreeing that the school goes out of its way to help students, cares about students and has high expectations. • 100% felt their children were safe at school, • 71% felt the school helps students resolve conflict • 16% felt bullying was a large problem. 21-22: 22-23: CHKS 22-23. Based on the Healthy Kids Survey (2023), - 150 Parents responded. • 88% Provide high-quality instruction to their child. • 92% felt their children were safe at school. • 15% felt bullying was a large problem. ACTUAL CHKS 23-24. Based on the Healthy Kids Survey (2024), • 71 Parents responded. • 92% Provide high-quality instruction to their child. • 96% of parents feel Tafoya is a supportive and inviting place for students to learn • 91% felt their children were safe at school. • 14% felt bullying was a large problem.	Tafoya will increase parents' feelings positively in each area by 2-3% or more of their current percentage.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	Baseline: 20-21: DATA invalid 21-22:	We will increase the percentage of students meeting their growth targets by 10% (of their current percentage) in

| | Students who met their growth target in each area as measured by iReady diagnostic in March 2022.

Kinder: 13% (ELA) and 12% (Math)
First: 26% (ELA) and 13% (Math)
Second:42% (ELA) and 26% (Math)
Third: 34% (ELA) and 29% (Math)
Fourth: 49% (ELA) and 29% (Math)
Fifth: 51% (ELA) and 46% (Math)
Sixth: 60% (ELA) and 56% (Math)

22-23:
Students who met their growth target in each area as measured by iReady diagnostic in March 2023.

Kinder: 31% (ELA) and 20% (Math)
First: 25% (ELA) and 29% (Math)
Second: 67% (ELA) and 54% (Math)
Third: 40% (ELA) and 21% (Math)
Fourth: 56% (ELA) and 39% (Math)
Fifth: 50% (ELA) and 35% (Math)
Sixth: 66% (ELA) and 66% (Math)

ACTUAL:
23-24:
Students who met their growth target in each area as measured by iReady diagnostic in March 2024.

Kinder: 17% (ELA) and 13% (Math)
First: 32% (ELA) and 32% (Math)
Second: 69% (ELA) and 59% (Math)
Third: 55% (ELA) and 34% (Math)
Fourth: 49% (ELA) and 25% (Math)
Fifth: 55% (ELA) and 47% (Math)
Sixth: 69% (ELA) and 56% (Math) | both ELA and Math for all grade levels below 70%. |
| Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation | Baseline:
23-24 Self Evaluation for Professional Learning Community (PLC) Implementation was given in April 2024 (26 respondents).
Average score from 17 questions on a scale of 1-10: 7.70 | Tafoya will improve their Self Evaluation score by at least 0.5 (8.2 or higher) as measured by the Self Evaluation for Professional Learning Community (PLC) Implementation given in April of 2025. |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue to cultivate a climate of support and compassion toward students by providing teachers, parents/guardians, support staff, classified staff (including yard supervisors), and administrative staff professional development in Positive Behavior	All students	20950 Supplemental/Concentration

	Interventions and Supports (PBIS) and trauma-informed practices through Multi-Tiered Systems of Support to learn strategies to engage and address issues with at-promise youth. This will include engaging all community partners 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 *Improve school culture and climate through murals, arts, signage, etc. *Restorative Practices *Community Circles *Tiered re-engagement process for chronic absenteeism *Common Planning Time for SEL/attendance analysis * Behavior Para for classroom behavior support		1,469 Title I Part A: Parent Involvement 500 Title I Part A: Basic Grants Low-Income and Neglected
2.2	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. Focus on early intervention to provide strategic support for students below grade level and those who need 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 for release time * Release time * Intervention instructors * UC Davis Math Project * Literacy Paras * ESGI * Small groups in classrooms *Tiered re-engagement process for chronic absenteeism *Common Planning Time for SEL/attendance analysis	All students	76430 Title I Part A: Basic Grants Low-Income and Neglected 28639 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2.1 Our work with Positive Behavioral Interventions and Supports (PBIS) has continued successfully this year. We have grown out of our school store and shifted to classroom stores only.

We also shifted to a paper ticket system that works with our virtual PBIS Rewards system for the entire school year. We strongly implemented our PBIS strategies in all of our classrooms. Our PBIS team met and conducted a needs assessment through their Tiered Fidelity Checklist through PBIS. When our tiered fidelity checklist was completed in March, we scored predominantly 2s in all areas of Schoolwide Systems. In Classroom Systems, students scored roughly 1.5, which can still improve in differentiated instruction to support all learners. Our Tier 2 Systems scored a 2 in all areas except providing updates to the staff regarding our Tier 2 performance data. Tier 3 Systems was not scored.

An area of growth remains in creating a flowchart of behavior outcomes. We have also implemented a robust office referral system to make a stronger connection between home and school and what happens during the school day. We have been able to integrate training throughout the year, but that did not cost. We provided PD around PBIS at the beginning of this school year. This will help continue to facilitate our work for next year. We have solidified proper PBIS matrices used by ALL grade levels and classrooms, along with a universal rewards system. All students have the opportunity to earn items through the program and earn points. We improved in providing Tier 2 and Tier 3 services this year with the help of our Wellness Team. The number of students in Tier 3 decreased significantly. To effectively support students with dysregulation, we implemented more staffing and tiered levels of support. We have also added an indoor Recess Room called the "Hawk Hangout." We budgeted for an additional Yard Supervisor for this purpose. Students envisioned this indoor recess room, and it came to fruition with the help of staff. This has proved to be a beautiful, safe space built for inclusivity for all our students. With the addition of the Hawk Hangout, we have seen behavioral referrals decrease outside, and our bullying-related referrals decrease.

2.2 Throughout the year, teachers provide Tier 1 small groups to students throughout their instructional day. We also have the assistance of our literacy paras, who provide support during the instructional day inside classrooms. In a pull-out model, some students are provided additional small group time with a full-time intervention teacher. The intervention began at the beginning of the year. We serve 120 students (15%). Students fluctuate throughout the year depending on need, based on formal and informal assessments. Student data is then tracked in iReady after each diagnostic to monitor progress. Half of the students involved in the intervention are English Learners. Teachers have had access to all supplies necessary for in-person teaching.

CSI: Professional development has been provided throughout the year in real time during classroom teaching and instruction. Miss Diana (Director of the UC Davis Math Project) works beside teachers and helps to improve teaching practices while co-teaching students through hands-on math lessons. The hands-on coaching support in classrooms with the UC Davis Math Project proves beneficial. Miss Diana also helps teachers plan units, lessons, and common formative assessments. She has been a crucial/vital role in our PLC process. We added 5 additional days for teachers to plan for their year in Math during the summer. This has allowed teams to have effective pacing guides, common planning time, and focus on teaching. We also introduced an instructional coach to support teaching practices in the classroom. Unfortunately, she was out for almost 3 months for medical reasons. Throughout the year, Tafoya has also implemented a Math Night with the support of staff, the UC Davis Math Project, and support from Cache Creek in providing playing cards for math games. All families that attended left with a "Game in a Bag" which included the instructions for age-appropriate games and decks of playing cards. Additionally, students taught their parents math games during Tafoya's Open House in April.

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

We did not have major differences in our intended implementation or budget expenditures. This is the first year we have been consistent with our work!

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.

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

- We will not be adding or removing anything from our funding expenditures. Our additions from the 23-24 school year have been successful. However, based on student data, we will focus on how we treat one another and the words said by students. Students indicated that name-calling, insults, and teasing are among the most significant safety areas to improve. This will be done with a stronger focus on Second Step lessons and through our morning meetings.

2.2 Academics - Intervention/Acceleration
- We will reduce the number of full-time instructional coaches because we no longer have CSI funds.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

In reviewing the California Dashboard with our educational partners, the school identified a need to improve our English language arts (ELA) and math performance. A high chronic ab enteeism rate (independent studies account for even more absences), lack of student connection to the curriculum, and inconsistent support at school and home were identified as significant causes of gaps in our English learners' achievement. A focus on an engaging, igorous curriculum will improve student proficiency.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	Baseline: 20-21 = 14/185 students (8%) 21-22 = 18/190 students (10%) 22-23 = 17/226 students (8%) Actual: 23-24 = 37/212 students (17.5%)	Tafoya will maintain or increase the reclassification rate by 3-5%
English Learner Progress Indicator (ELPI)	Baseline: 20-21: No baseline 21-22: 42.2% students showed growth of 1 level or more. ACTUAL: 22-23: 43.3% students showed growth of 1 level or more, and is now our new baseline	Will increase the student growth to 45.5% on the English Learner Progress Indicator. (Medium category)

Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	Baseline: 21-22: Strengthen all areas that are not yet fully developed by a measure of 0.5 Baseline on Principle 1: Assets-oriented and Needs Responsive Schools 2.0 Language and cultures are assets 2.5 No single EL profile 3.0 School climate is affirming, inclusive, and safe 2.0 Strong Family and School Partnerships 2.5 Supporting ELs with Disabilities 22-23: Principle 1: Assets-oriented and Needs-Responsive Schools 2.0 Language and cultures are assets 2.5 No single EL profile 3.0 School climate is affirming, inclusive, and safe 2.5 Strong Family and School Partnerships 2.5 Supporting ELs with Disabilities ACTUAL 23-24: Principle 1: Assets-oriented and Needs-Responsive Schools 2.25 Language and cultures are assets 2.50 No single EL profile 3.00 School climate is affirming, inclusive, and safe 2.50 Strong Family and School Partnerships 2.50 Supporting ELs with Disabilities Principle 2: 2.50 Language Development Occurs 2.50 Students are Provided a Rigorous, Intellectually Rich Instruction 3.00 Teacher and Learning Emphasize Engagement, Interaction, Discourse, Inquiry and Critical Thinking 2.50 English Learners are Provided Access to the Full Curriculum 2.00 Students' Home Languages are Understood as Foundational Language 2.75 Rigorous Instructional Materials Support High Levels of Intellectual Engagement 2.00 English Learners are provided with a choice of research-based language support and development programs.	Continue to increase each sub-component by 0.5, and the average in principle 1 to 3.5.

| Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only) | Baseline
20-21: Invalid Data
21-22: (Based on 21-22 March Data) Students identified as English Learners who met their growth target in each area as measured by iReady diagnostic in March 2022.

Kinder: 16% (ELA) and 9% (Math)
First: 13% (ELA) and 8% (Math)
Second: 42% (ELA) and 33% (Math)
Third: 41% (ELA) and 40% (Math)
Fourth: 52% (ELA) and 39% (Math)
Fifth: 47% (ELA) and 53% (Math)
Sixth: 50% (ELA) and 33% (Math)

22-23: (Based on 22-23 March Data) Students identified as English Learners who met their growth target in each area as measured by the iReady diagnostic in March 2023.

Kinder: 31% (ELA) and 6% (Math)
First: 9% (ELA) and 33% (Math)
Second: 53% (ELA) and 53% (Math)
Third: 37% (ELA) and 14% (Math)
Fourth: 52% (ELA) and 37% (Math)
Fifth: 55% (ELA) and 30% (Math)
Sixth: 69% (ELA) and 46%(Math)

ACTUAL
23-24: (Based on 23-24 March Data) Students identified as English Learners who met their growth target in each area as measured by iReady diagnostic in March 2024.

Kinder: 19% (ELA) and 17% (Math)
First: 29% (ELA) and 30% (Math)
Second: 45% (ELA) and 49% (Math)
Third: 58% (ELA) and 36% (Math)
Fourth: 35% (ELA) and 16% (Math)
Fifth: 40% (ELA) and 52% (Math)
Sixth: 71% (ELA) and 86%(Math) | Tafoya will increase the number of students identified as English Learners meeting their growth target by 2-5% in both Reading and Math, measured by the March iReady diagnostic. |
| Decrease the number of Long Term English Learners (LTELs) and students at risk of becoming a Long Term English Learner | Baseline:
20-21:
18 students are Long Term English Learners
40 At-Risk of becoming Long Term English Learners

21-22:
18 students are Long Term English Learners
54 At-Risk of becoming Long Term English Learners

ACTUAL
22-23: | We will decrease our Long Term English Learners and At-Risk of becoming Long Term English Learners by 10% each. We will create tiered student success plans for each student identified in these categories. |

		5 students are Long Term English Learners 43 At-Risk of becoming Long Term English Learners	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement targeted interventions and scaffolds, build strong relationships with students and families, and monitor student progress closely to increase English learners' performance in ELA and math. * Intervention instructors (Shared with Goal 2). (50% of students served will be English Learners and 50% will be non-English Learners) * Release time for student monitoring * Professional development and coaching: The English Language specialist will model and collaborate with staff to implement research-based instructional strategies for integrated English Language Development (ELD) instruction in content areas. The specialist 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. * EL Shadowing/Empathy Interviews * Instructional Rounds * ELS Coaching * PLC - Data Analysis Protocols * UDL Implementation English Language Specialists will collaborate and provide professional development and learning focused on intervention and differentiation to meet students' needs by proficiency level during content instruction.	All students, students who are English Learners	28500 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

I think we did a great job of tracking the number of ELs receiving an intervention; we were intentional about our work and providing opportunities for intervention support in both ELA and Math from Kinder through 6th grade. We also provided professional development to staff for the ELPAC (not just administration of ELPAC). Based on the March iReady diagnostic, the number of English learners meeting their growth targets was comparable to 2-5% of their English-only peers. This indicates the interventions in place are making an impact.

Throughout the year, teachers provide Tier 1 small groups to students throughout their instructional day. We also have the assistance of our literacy paras providing support during the instructional day inside classrooms. In a pull-out model, some students are provided additional small group time with a full-time intervention teacher. The intervention began at the beginning of the year. We serve 120 students (15%). Students fluctuate throughout the year depending on need, based on formal and informal assessments. Student data is then tracked in iReady after each diagnostic to monitor progress. Half of the students involved in the intervention are English Learners. Teachers have had access to all supplies necessary for in-person teaching.

Although 43.3% of English Learners progressed from one band to the other, 26% of our English Learners fell one level. This means we still need to provide more scaffolded first instruction. We need to improve our integrated English Language Development and continue with our current implementation of Designated English Language Development. As we move forward this year, we can continue to monitor more regularly with quantitative measures and possibly utilize the growth monitoring metric in iReady for our English Learners. Making individual plans for each student who dropped one level in 2024 will benefit the 24-25 school year.

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

We met our expenditures in this area.

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

We will continue our work moving forward. We will continue to ensure that 50% of all students receiving intervention include our English Learners. Our focus will be on supporting our Long-Term English Learners or those at risk of becoming Long-Term English Learners by creating student success plans monitored by the teacher, English Language Specialists, and admin team. We would also like to look at how we can improve our academic conferences and PLC work to improve student identification and progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Through our work with focus groups in 2019-2020 prior to the Pandemic, focus groups in 2020-2021, 2021-2022, and our current Youth Advisory Group, we can now see the clear need for more student voice/choice to be implemented throughout the school year. Here are our staff and student responses. The Principal and our P.E. teacher ran the Youth Advisory Group.

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

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

*Students have identified an area of need in school culture, very specifically around student bullying. Due to this, we brought Rachel's Challenge to our school this school year, which also helped to create our Youth Advisory Council in conjunction with our Friends of Rachel group.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Baseline: 21-22: Little Heroes (promotes leadership on campus, along with after-school sports) Student Council (teacher-led) Positive Behavior Intervention and Support (PBIS) Student Officers Youth Advisory Council 22-23: Little Heroes (promotes leadership on campus, along with after-school sports) Student Council (teacher-led) Positive Behavior Intervention and Support (PBIS) Student Officers Friends of Rachel Club Youth Advisory Council Through Expanded Minds After School Program: Yolo Arts Woodland Opera House Little Heroes iCook Lego Robotics Opportunities Actual: 23-24: Little Heroes (promotes leadership on campus, along with after-school sports) Student Council (teacher-led) Friends of Rachel Club Youth Advisory Council Through Expanded Minds After School Program: Yolo Arts Woodland Opera House Little Heroes Bollywood Lego Robotics Opportunities	Continue with our current partnerships and begin to offer after-school opportunities led by teachers utilizing their adjunct duties. We will increase our partnerships by adding at least 1 partnership.
Number of extracurricular and co-curricular programs offered	Baseline: 21-22: Positive Behavior Intervention and Support (PBIS) Student Officers Student Council 22-23: Little Heroes Junior Heroes Student Council Representatives Friends of Rachel Club (Kindness Club) Youth Advisory Council Actual: 23-24:	We want to continue: our co-curricular offerings We will survey students at the beginning of next year to ensure we have an accurate depiction of their desires for our after-school options. The surveys will be given within the first week of school to plan for the first trimester and build a plan for the remainder of the year.

	Little Heroes Junior Heroes Student Council Representatives Friends of Rachel Club (Kindness Club) Youth Advisory Council Garden Club Anti-Bullying Club (through ELOP)	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Baseline: 21-22: 83% of 3-6 graders provided input for school-created surveys 22-23: 87% of 3-6th graders provided input for school-created surveys - which coincides with our attendance rate. ACTUAL 23-24: 90% of 3-6th graders provided input for school-created surveys	We will continue to keep our response rate at 90% higher for 3-6 graders providing input via surveys. We will do this by adding metrics to track classes.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	Baseline: 21-22: 19 Students Total Participated in Focus Groups 47% Female/53% Male 37% of English Learners 5% Migrant 21% Identified as receiving Special Education 11% Identified as having a 504 11% Identified as a gifted student ~~Background~~ 53% Hispanic 16% White 21% Asian Indian 0% Declined to Respond 5% Filipino 5% Black/African American 22-23: 58 Students Total Participated in Focus Groups 55% Female/45% Male 21% of English Learners 5% Migrant 12% Identified as receiving Special Education 5% Identified as having a 504 11% Identified as a gifted student ~~Background~~ 45% Hispanic 31% White 14% Asian Indian	We will continue to hold roughly 40 students in our Youth Advisory Group, which was much more productive for meetings this year. There was a solid increase in 4th graders; hopefully, they will be 5th-grade leaders next year. We felt our student subgroups were well represented. We can increase our Hispanic population this year, but we should not decrease the number of other groups to do so.

| | | 0% Declined to Respond
3% Filipino
7% Black/African American

Actual:
23-24:
40 Students Total Participated in Focus Groups

55% Female/45% Male
22% of English Learners
12% Identified as receiving Special Education
5% Identified as having a 504
11% Identified as a gifted student

~~Background~~
42% Hispanic
19% White
23% Asian
3% Declined to Respond
3% Filipino
10% Black/African American | | |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Tafoya Staff will create a healthy and safe environment for every child where students can exercise autonomy, practice decision-making skills, and improve attendance. Teachers will hold students to high standards and collaborate. All students will participate in a structured recess program that provides additional scaffolding and instruction to recess activities. Students will help to choose activities for recess and lead recess activities for their peers. Students will have opportunities for leadership, conflict management, and collaboration with peers. Teachers will be provided with ongoing Professional Development (PD) through the recess program and connect with students to build strong relationships to improve attendance, sense of connectedness, and overall happiness on campus. We will continue to interact with our community and school through Weekly Videos. These have helped to increase positivity and have unified messages sent to students. *Little Heroes (PD, 1 Full-time Coach) *Materials and Supplies *Home Visits	All students	43000 Supplemental/Concentration
4.2	After School Extra Curricular.	All Students	2870

	We will be offering 5 after-school extracurriculars for the year. The first semester will be Cross Country TK-6. Two options will be offered for the second and third semesters. Extracurriculars will be based on student interest.		Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have continued our Little Heroes program. All classes TK-6 received game time once every other week for 30 minutes, which provided physical activity breaks along with Social Emotional Learning (SEL) support in bringing the whole class together and encouraging students to attend class. Students additionally become Junior Playground Heroes in 4th, 5th, and 6th grades and help to support appropriate recess play in younger grades. This is led by the full-time Little Heroes Coach, "Coach David". We have also paired our PE lead teacher with Coach David for better continuity and communication with the staff. There are regular check-ins and feedback based on staff and student responses.

We have been successful in meeting with our Youth Advisory Councill this year. Although we did lessen the amount we were meeting with them (so as not to take away from instructional time), we did find our meetings more valuable with the insight they provided. After receiving the Bullying Prevention and Intervention Survey completed by students (conducted by the District), we asked students where they felt bullying was happening most often and they indicated the soccer fields. When we were drilling down to what was causing bullying, we found that it was due to students not playing fairly, following the rules, and just too many students playing at one time. We then reinstituted new soccer rules and reintroduced soccer with an adult for all students. Since then, we have seen fewer injuries coming from the soccer field after recesses. Another addition from students was school-wide bullying prevention and intervention posters. Lastly, in school safety surveys, students identified the bathroom as where they felt least safe (see results below). When we had students identify why, they discussed how they feel other students can see through the gap in the bathroom stalls while they are going to the bathroom and do not have privacy. In working with M&O, we have now purchased "Gap Covers" and are in the process of having them installed to see if that improves students' feeling of safety.

Safety Results
*% of students disagreed or strongly disagreed to feeling safe in the following environments.
- (4.4%) before school and after school on school grounds
- (4.6%) in the classrooms
- (5.2%) in the lunchroom
- (7.0%) on the soccer fields/grass
- (7.9%) overall school safety
- (9.3%) in the hallways
- (18.9%) in the bathrooms

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

We spent money as expected in this area.

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

Due to the amount of work that a teacher needs to complete for the Weekly News, we have increased the amount of money allocated for next year from $2000 to $4000. This teacher records and creates all weekly videos here at Tafoya.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$112,069
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$207,458.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$110,600.00
Title I Part A: Parent Involvement	$1,469.00

Subtotal of additional federal funds included for this school: $112,069.00

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

State or Local Programs	Allocation ($)
Supplemental/Concentration	$95,389.00

Subtotal of state or local funds included for this school: $95,389.00

Total of federal, state, and/or local funds for this school: $207,458.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	95,389.00
Title I Part A: Basic Grants Low-Income and Neglected	110,600.00
Title I Part A: Parent Involvement	1,469.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	95,389.00
	Title I Part A: Basic Grants Low-Income and Neglected	110,600.00
	Title I Part A: Parent Involvement	1,469.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,100.00
Goal 2	127,988.00
Goal 3	28,500.00
Goal 4	45,870.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Ian Strachan	Parent or Community Member
Lindsey Bruner	Other School Staff
Melissa Comstock	Parent or Community Member
Lyssa Perry	Principal
Kali Slusser	Classroom Teacher
Alma Mercado	Parent or Community Member
Rohit Jasra	Parent or Community Member
Scott Clary	Classroom Teacher
Kimberly Martinez	Classroom Teacher
Linda Hoang	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
Luz A. Benavides	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/30/24.

Attested:

signature	Principal, Lyssa Perry on 4/30/24
Scott C. signature	SSC Chairperson, Scott Clary on 4/30/24