

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramon S. Tafoya Elementary	57727100000000	5/2/23	May 25, 2023

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

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

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

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

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

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

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

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

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

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

The CSI plan includes evidence-based interventions.

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Tafoya's School Site Council meets at least 5 times per year, and reviews: the school's data, and the progress made on goals within the School Plan for Student Achievement (SPSA), as well as 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 rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.

STUDENT INPUT

Student input was gathered through 2 surveys focused on student programs and campus safety of which an average of 395 (399 on a survey in September of 2022 and 391 on a survey in February of 2023) students responded. The Youth Advisory Council (YAC) was continued, with a balanced

representation of student groups. 58 students participated in the Student Advisory Council (made up of both 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. Before giving our second survey in February, our YAC students worked in teams to identify questions to edit, add or delete. They gave suggestions like: "I feel like the question 'I am an important part of the school' is too broad and should be changed to class, students will identify with that more. They also reworked questions about recess, participation, and feeling like good behavior is noticed on campus. Their insight was valuable. The YAC completed a needs assessment by reviewing the school-based survey, academic, and local data. 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 provide recommendations to improve outcomes for students. 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". They would also like to see more after-school opportunities for sports and arts. But they also felt they would like more time during the school day to find areas they are interested in (i.e., clubs, arts, sports, etc.). Students hope to keep PBIS and build on the program. They would like behavior to improve in their classrooms, so it does not impact their learning. Each of them spoke about specific incidents happening in their classrooms. They want students to be kinder to each other. The YAC plans to meet again on 4-19-23 to review the School Plan for Student Achievement (SPSA), review their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. The staff completed a needs assessment through an interactive and collaborative process at staff meetings on 3/15/23 and 3/22/23. Tafoya's leadership team is made up of one representative from each grade level, physical education, special education, the English learner department, and both administrators. The team sees the need for programs such as Little Heroes, PBIS, Math Instruction, and anything that will help support behavior in the classroom. The area of Math is a concern because as a school, we are still underperforming in a greater way, compared to English Language Arts (ELA). The staff and leadership determined our three biggest areas of concern and need for improvement in math are student motivation/confidence, gaps in knowledge, and teacher knowledge (of math strategies for student engagement and comprehension). 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 2/23/23 and SSC on 2/21/23. Both groups agree math is an area of need, especially with our English Learner population. Both groups felt early intervention provided by teachers/interventionists would continue to help support learning. Both groups felt that more specific and targeted interventions can be provided to our subgroups that did not make as much growth as their counterparts. Both groups were also interested in providing teachers with professional development on how to provide the best first instruction to all students, so there was less need for student intervention. Both parent groups expressed Little Heroes is one thing their kids look forward to on campus. Both groups expressed the need for PBIS and Behavior support for our Tier 2 and Tier 3 (highest need) students. They have expressed that their students have come home upset over student behavior inside their classrooms.

ELAC reviewed the SPSA on 4/26/23 and provided additional feedback, while staff reviewed it via a survey and provided additional feedback. The school site council reviewed the plan on 4/4/23 and 5/2/23, considered recommendations and feedback from all groups, and finalized/approved the SPSA on 5/2/23.

Resource Inequities

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

Woodland Joint Unified is partnering with Tafoya to identify any resource inequities that may exist, including staffing inequities. This year our entire 3rd grade team was new to the grade level. 1 teacher was brand new to teaching, 1 was returning to teaching after a long time out of the classroom, and another was returning after a leave of absence. Third grade consisted of a lot of instability. In Kindergarten we had a sub due to medical leave for 6 months of the school year, while we had another Kinder teacher out on 3 months of medical leave. The school also had an interim Vice Principal for the first 5 months of the year. Our district general education behaviorist went out on maternity leave in October and we were without for the remainder of the school year. Our school counselor was not hired until October and we started the school year without one. Without a counselor, our school struggle social-emotional greatly at the beginning of the year, and a lot of the counseling work fell on the hands of the Principal. The principal, having identified these human resource inequities, will work with human resources to improve student access. Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing.

School and Student Performance Data

Student Enrollment 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

Student Enrollment 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
Grade 3	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. Our school enrollment took a dip in 20-21. There are two possible causes for this dip, we are slowly phasing out the class sizes of ~150 students. In 19-20, we had 5th and 6th grades roughly at 150 students, in 20-21 we only had 6th grade. The other possible reason for the drop is the pandemic and parents choosing to change schools that offered an in-person learning environment. We do predict another increase in enrollment due to the addition of a TK class in 22-23 and an additional one in 23-24, along with a stabilization of numbers in each grade level. By 23-24 school year, we predict to exceed 800 students again.
2. Based on the student group data, we can see our Hispanic subgroup is has increased over 1% from 19-20 to 20-21, while our white population decreased almost 2%. An increase in our Asian population is predicted based on our current Kinder enrollment for 22-23 school year.

3. Our predication regarding our kinder enrollment was accurate, as we did increase almost an entire class size from 20-21 to 21-22 school year, this was also without an additional classroom.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	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 increased by 3%, which is a steep increase after years of declining number of English learners.
2. In reviewing our reclassification data, the number of reclassified students has declined from 19-20 to 20-21 by 14% total. This can be attributed to the pandemic and how greatly affected our students designated as English Learners were impacted during the time of learning at home without English-speaking peers and role models.
3. The number of Fluent English Proficient students decreased by 3% since the 19-20 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 21-22 school due to the continued lack of early childhood enrollment opportunities due to the pandemic. We predict it may be higher in the 22-23 school year due to less students being enrolled again in early childhood learning opportunities due to the pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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		0	108		0	108		0.0	99.1	
Grade 4	106	96		0	94		0	94		0.0	97.9	
Grade 5	126	115		0	110		0	110		0.0	95.7	
Grade 6	151	130		0	127		0	127		0.0	97.7	
All Grades	464	450		0	439		0	439		0.0	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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.			4.63			17.59			21.30			56.48	
Grade 4		2410.			5.32			19.15			26.60			48.94	
Grade 5		2455.			8.18			23.64			30.91			37.27	
Grade 6		2506.			11.81			25.98			33.07			29.13	
All Grades	N/A	N/A	N/A		7.74			21.87			28.25			42.14	

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			52.78			42.59	
Grade 4		5.32			59.57			35.11	
Grade 5		10.91			60.00			29.09	
Grade 6		16.54			55.91			27.56	
All Grades		9.79			56.95			33.26	

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			36.11			57.41	
Grade 4		5.32			53.19			41.49	
Grade 5		5.45			52.73			41.82	
Grade 6		7.87			55.91			36.22	
All Grades		6.38			49.66			43.96	

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			74.07			24.07	
Grade 4		6.38			73.40			20.21	
Grade 5		8.18			77.27			14.55	
Grade 6		13.39			70.87			15.75	
All Grades		7.74			73.80			18.45	

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			58.33			36.11	
Grade 4		3.19			67.02			29.79	
Grade 5		10.00			60.91			29.09	
Grade 6		14.17			65.35			20.47	
All Grades		8.66			62.87			28.47	

Conclusions based on this data:

1. As a whole school, the percentage of students at or above standard has decreased, while increasing the number of students below standard. This is indicative of both ends of the spectrum not having their needs met. Data driven discussions and discourse is not happening on a regular basis. Understanding the impacts of the pandemic was more evident on our third graders than other grade levels.
2. The most impacted grades, based on data was 5th grade, especially from a group of students that had never taken the test. However, 3rd grade seems to be most impacted and showing the lowest percentage of students on grade level, while also showing over 50% of students not meeting standard. This could be from foundational concepts of print, phones, reading and writing missing due to the pandemic.
3. Third grade has the highest number of students below standard in both reading and writing. Writing is one of the weakest areas school wide. Implementing a school-wide writing program can be beneficial.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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		0	108		0	108		0.0	99.1	
Grade 4	106	96		0	95		0	95		0.0	99.0	
Grade 5	126	115		0	113		0	113		0.0	98.3	
Grade 6	151	130		0	127		0	127		0.0	97.7	
All Grades	464	450		0	443		0	443		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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.			3.70			17.59			19.44			59.26	
Grade 4		2410.			2.11			12.63			35.79			49.47	
Grade 5		2444.			7.96			8.85			23.89			59.29	
Grade 6		2496.			11.81			19.69			29.92			38.58	
All Grades	N/A	N/A	N/A		6.77			14.90			27.09			51.24	

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			38.89			53.70	
Grade 4		4.21			40.00			55.79	
Grade 5		9.73			35.40			54.87	
Grade 6		14.17			40.94			44.88	
All Grades		9.26			38.83			51.92	

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			41.67			49.07	
Grade 4		4.21			47.37			48.42	
Grade 5		6.19			49.56			44.25	
Grade 6		10.24			51.18			38.58	
All Grades		7.67			47.63			44.70	

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			50.93			45.37	
Grade 4		2.11			60.00			37.89	
Grade 5		3.54			52.21			44.25	
Grade 6		14.96			63.78			21.26	
All Grades		6.55			56.88			36.57	

Conclusions based on this data:

1. The percentage of students that are at or above standard has continued to decline school wide, with an average of 8% between all grade levels. Although 6th grade had the highest decline, their number of students not meeting standard was lower than all grade levels at 38%. This could be because even with gaps due to the pandemic, 6th grade students had a stronger foundation. If you were to follow the 6th students from this CAASPP data, they took the test in 18-19 as third graders. In comparison there are MORE students on grade level in 6th grade in 21-22 than in 3rd grade in 18-19. Our 6th grade team has been consistent (in terms of grade level team members), dedicates 90 minutes to math instruction, daily, and also levels their math classes to meet the needs of all students.
2. Tafoya's weakest area is basic concepts and procedures. All grade levels (except 6th grade) are above 50% of students below standard in this area. This shows a lack of basic understanding of numeracy and math foundations in early grade levels. The work we are currently doing with the UC Davis Math Project will hopefully prove fruitful in 1-2 years, with our focus being on the primary grades to increase and support math development in upper grades.
3. There has been a 10% decrease on average in the percentage of students below standard in communicating their reasoning. This could be due to an increased focus on the why and less on the procedures of math during instruction. This indicates a stronger number sense and understanding of math as a whole. This could also be attributed to shortened state tests that require less explanation.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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		1425.1	1427.5		1347.2	1356.6		41	37	
1	1430.1	1422.5		1460.3	1456.1		1399.4	1388.4		41	40	
2	1460.6	1462.9		1477.5	1473.0		1443.2	1452.2		31	34	
3	1494.7	1471.7		1496.5	1475.7		1492.5	1467.4		24	30	
4	1480.9	1525.4		1477.9	1533.7		1483.1	1516.5		14	28	
5	1523.5	1519.4		1533.3	1510.5		1513.0	1527.9		23	15	
6	1526.7	1522.8		1536.4	1527.7		1516.4	1517.4		14	19	
All Grades										188	203	

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		26.32	27.03		42.11	54.05		23.68	16.22		38	37	
1	9.76	0.00		19.51	22.50		36.59	37.50		34.15	40.00		41	40	
2	6.45	5.88		35.48	47.06		35.48	29.41		22.58	17.65		31	34	
3	4.17	6.67		58.33	23.33		29.17	36.67		8.33	33.33		24	30	
4	7.14	25.00		28.57	50.00		35.71	17.86		28.57	7.14		14	28	
5	21.74	26.67		39.13	40.00		21.74	6.67		17.39	26.67		23	15	
6	14.29	10.53		42.86	42.11		35.71	31.58		7.14	15.79		14	19	
All Grades	9.73	8.87		33.51	34.48		34.59	33.50		22.16	23.15		185	203	

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		39.47	35.14		26.32	35.14		21.05	13.51		38	37	
1	26.83	27.50		29.27	25.00		31.71	35.00		12.20	12.50		41	40	
2	19.35	20.59		38.71	38.24		35.48	32.35		6.45	8.82		31	34	
3	37.50	13.33		50.00	43.33		4.17	33.33		8.33	10.00		24	30	
4	21.43	42.86		35.71	46.43		14.29	7.14		28.57	3.57		14	28	
5	60.87	60.00		21.74	13.33		8.70	0.00		8.70	26.67		23	15	
6	28.57	26.32		71.43	52.63		0.00	15.79		0.00	5.26		14	19	
All Grades	28.11	26.60		38.38	36.45		21.08	26.11		12.43	10.84		185	203	

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		71.05	70.27		15.79	10.81		38	37	
1	34.15	30.00		48.78	60.00		17.07	10.00		41	40	
2	12.90	23.53		80.65	70.59		6.45	5.88		31	34	
3	25.00	23.33		75.00	50.00		0.00	26.67		24	30	
4	35.71	53.57		35.71	46.43		28.57	0.00		14	28	
5	39.13	26.67		52.17	53.33		8.70	20.00		23	15	
6	14.29	26.32		71.43	57.89		14.29	15.79		14	19	
All Grades	24.32	28.57		63.24	59.61		12.43	11.82		185	203	

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		52.63	59.46		31.58	29.73		38	37	
1	19.51	15.00		70.73	60.00		9.76	25.00		41	40	
2	25.81	20.59		64.52	64.71		9.68	14.71		31	34	
3	50.00	30.00		41.67	53.33		8.33	16.67		24	30	
4	28.57	53.57		64.29	39.29		7.14	7.14		14	28	
5	78.26	66.67		21.74	13.33		0.00	20.00		23	15	
6	71.43	55.56		28.57	38.89		0.00	5.56		14	18	
All Grades	35.68	30.20		52.43	51.49		11.89	18.32		185	202	

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		60.53	78.38		39.47	18.92		38	37	
1	7.32	7.50		31.71	17.50		60.98	75.00		41	40	
2	6.45	2.94		61.29	52.94		32.26	44.12		31	34	
3	4.17	0.00		50.00	30.00		45.83	70.00		24	30	
4	0.00	10.71		42.86	60.71		57.14	28.57		14	28	
5	13.04	6.67		52.17	53.33		34.78	40.00		23	15	
6	0.00	5.26		35.71	31.58		64.29	63.16		14	19	
All Grades	4.86	4.93		48.65	46.31		46.49	48.77		185	203	

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		28.95	32.43		60.53	56.76		38	37	
1	0.00	2.50		43.90	42.50		56.10	55.00		41	40	
2	0.00	14.71		53.33	50.00		46.67	35.29		30	34	
3	12.50	10.00		70.83	70.00		16.67	20.00		24	30	
4	7.14	17.86		57.14	60.71		35.71	21.43		14	28	
5	8.70	46.67		69.57	33.33		21.74	20.00		23	15	
6	7.14	15.79		78.57	84.21		14.29	0.00		14	19	
All Grades	5.98	13.79		52.72	51.72		41.30	34.48		184	203	

Conclusions based on this data:

1. There was a significant impact on the number of students scoring at a level 4 in 20-21, which continued in 21-22. The percentage of students performing at a Level 4 decreased in all grade levels, however it declined greatly in grades K-3. This may be from the pandemic and not having high levels of exposure to the English Language outside the home from both teachers and peers due to learning from home.
2. The domain with the highest number of beginners is consistently reading, with 48.7% of all English Learners scoring at the beginning level. This is a significant increase from 19-20, which was roughly 25% of all English Learners. This implies our greatest need for improving reading is currently in all grades, K-3 (with 48% on average) and 4-6 (with 52% on average). However, there is a greater number of students impacted in grades K-3, with roughly 134 of K-3 English Learners scoring at a beginning level in reading, compared to 51 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.
3. The amount of students at a Level 1 in grades 1, 3, and 5 are exceptionally high. Although while commenting on this data is now outdated and we will have new data soon. This data can be used in combination with the ELPAC data from 22-23 to target our instructional needs for all students. An increase in Universal Design for Learning (UDL) inside the classrooms could benefit our classrooms.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
761	74.8	28.0	0.1
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	213	28.0
Foster Youth	1	0.1
Homeless	4	0.5
Socioeconomically Disadvantaged	569	74.8
Students with Disabilities	105	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	3.2
American Indian	2	0.3
Asian	112	14.7
Filipino	9	1.2
Hispanic	455	59.8
Two or More Races	26	3.4
Pacific Islander	8	1.1
White	113	14.8

Conclusions based on this data:

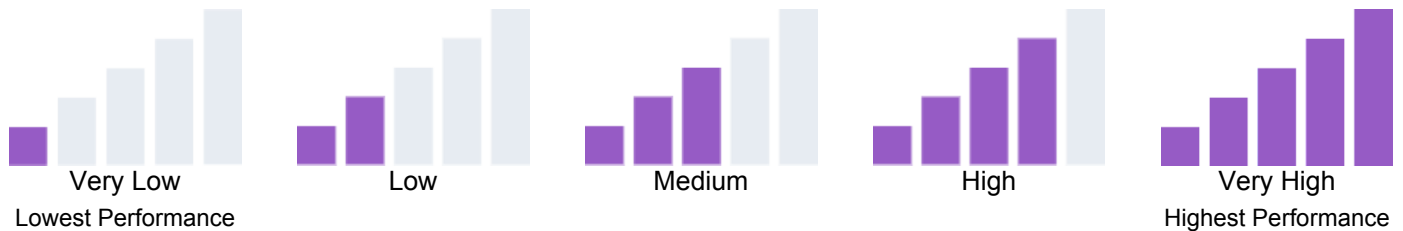
1. Our largest student group by ethnicity is our Hispanic students with 59.8%, with roughly 455 students. This has stayed fairly consistent within 1-2% over the last 4 years.
2. Our White student group and our Asian student group make up our next two largest groups with 14.8% and 14.7% respectively. Our African American Population has also increased over the years to 3%.
3. A large percentage (74.8%) of our population is identified as socioeconomically disadvantaged, which has increased from last year by ~20%. We feel this was from a increase in families filling out their free and reduced lunch application, through the AERIES data confirmation process, versus an actual increase in the socioeconomically disadvantage subgroup.

School and Student Performance Data

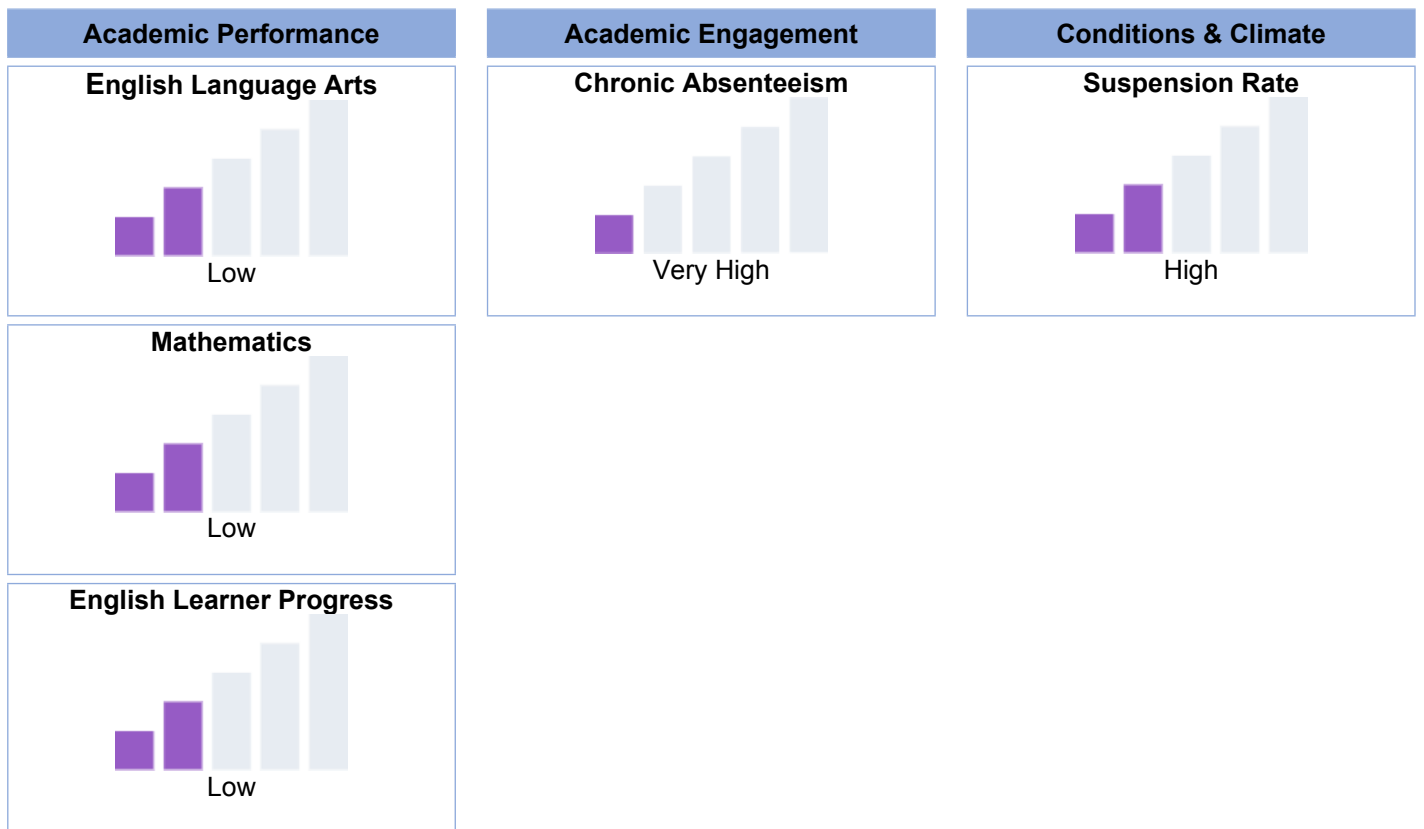
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. We are in areas of concern in all 5 performance indicators.
2. Although all areas are of concern, our greatest area of need is chronic absenteeism, which is in the very high. Many of these absences were due to COVID-19 protocols and prolonged time out of school. We expect this number to increase in a great way this year.

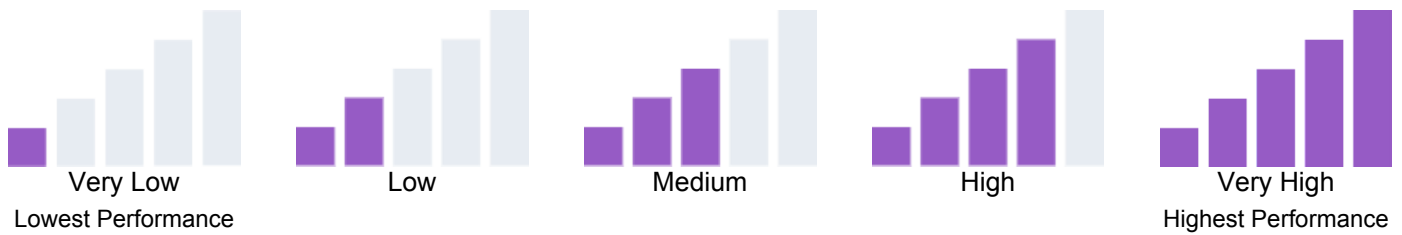
3. All areas of academic show great need, however our highest area of need is mathematics due to the distance from standard compared to English Language Arts.

School and Student Performance Data

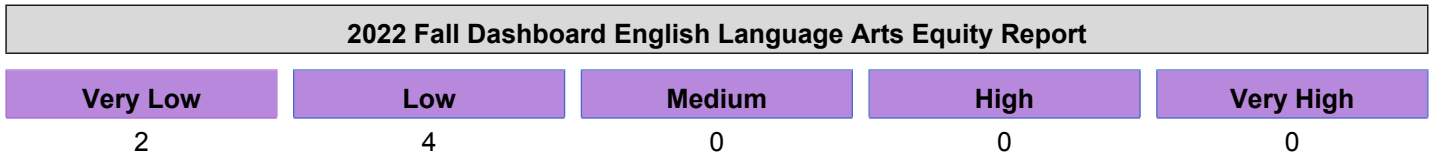
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

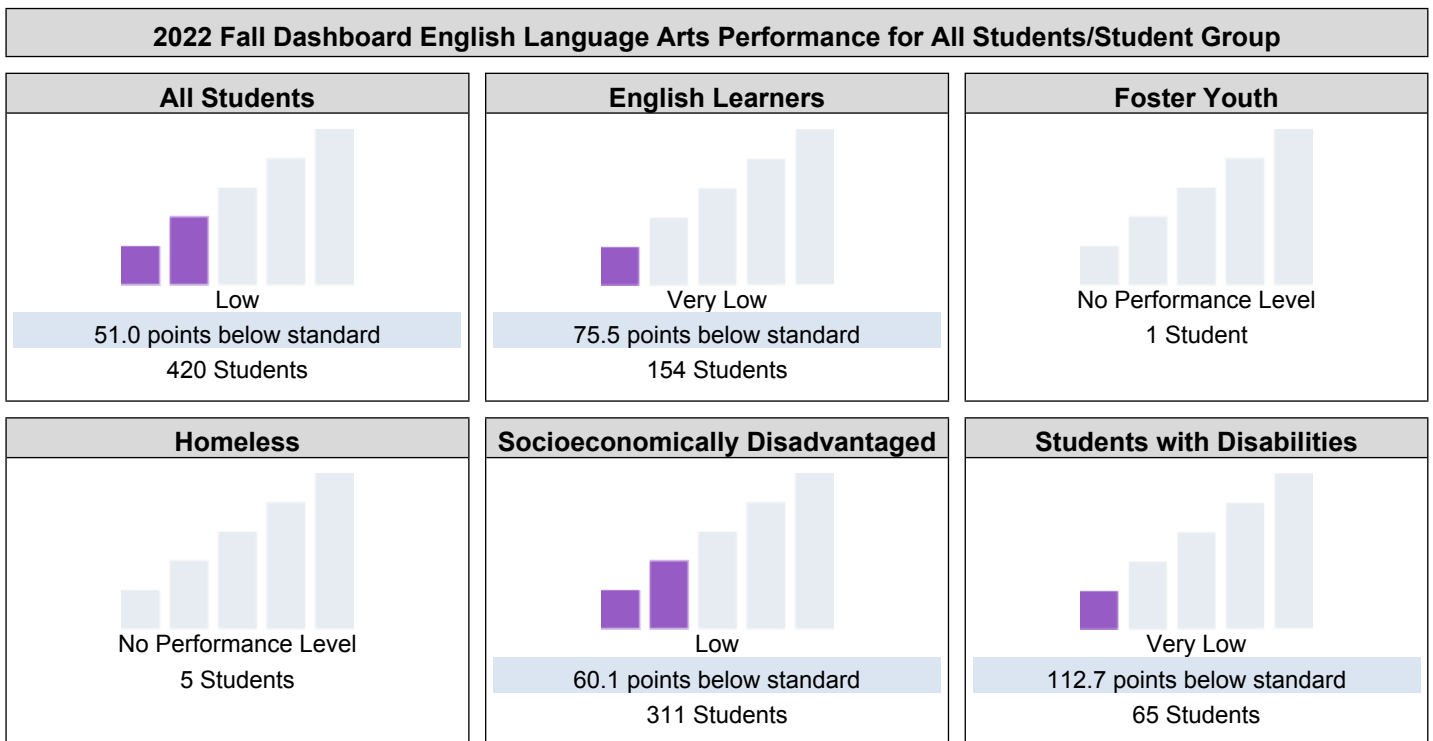
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



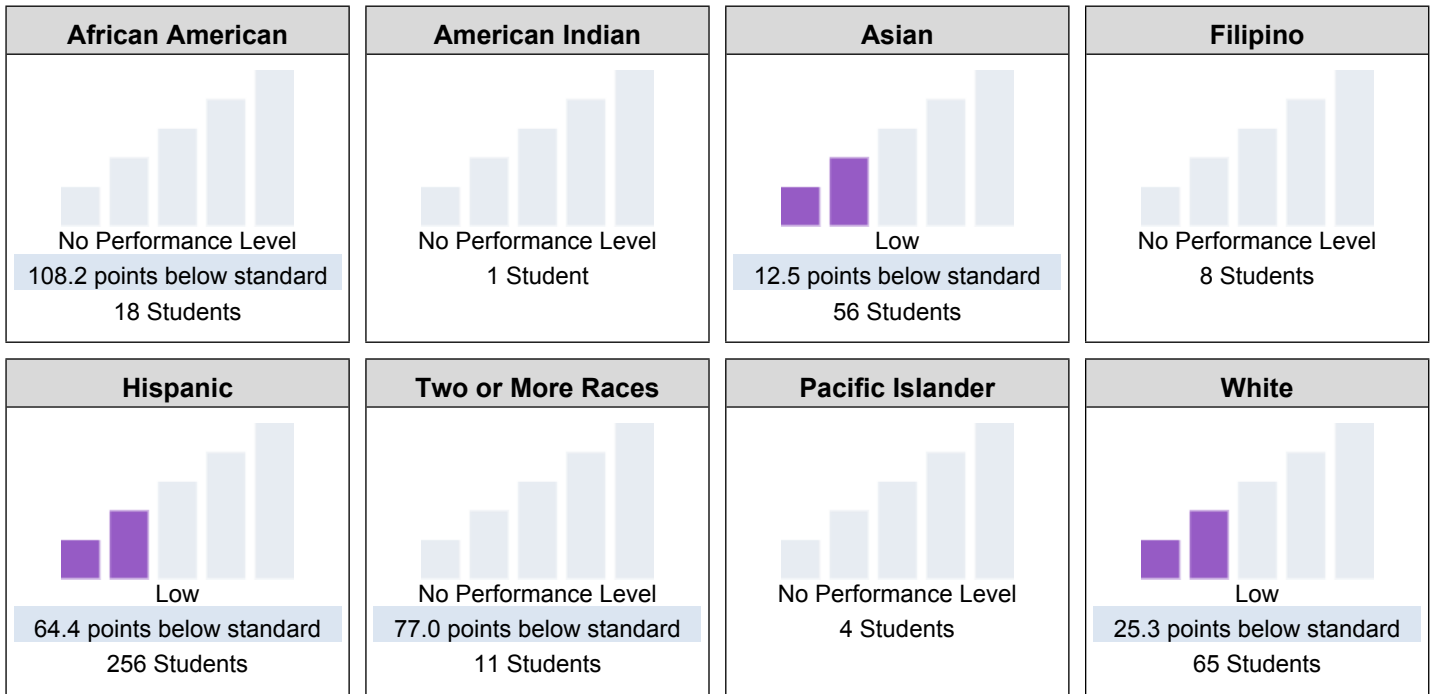
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>147.9 points below standard</p> <p>72 Students</p>	<p>11.9 points below standard</p> <p>82 Students</p>	<p>47.6 points below standard</p> <p>234 Students</p>

Conclusions based on this data:

1. All subgroups scored in the low category, except students with disabilities and English Learners, who both scored very low. This represents the need to support all student groups, but most importantly our students with disabilities and English learners. Our classrooms can benefit utilizing Universal Design for Learning (UDL) to support ALL learners in the classroom with best first instruction.
2. Our White and Asian subgroups out-perform other subgroups by at least 40 points and at most 100 points. This shows a significant gap between subgroups. This is another indication for the benefit for classrooms utilizing Universal Design for Learning (UDL) to support ALL learners in the classroom with best first instruction. Between these two subgroups, it makes up roughly 30% of our population, which means 70% of students can benefit from differentiated/scaffolded instruction.
3. Our reclassified English Proficient students made more progress than both our English Learners and English Only students. This shows focusing on language development in the early stages supports students to be successful long term.

School and Student Performance Data

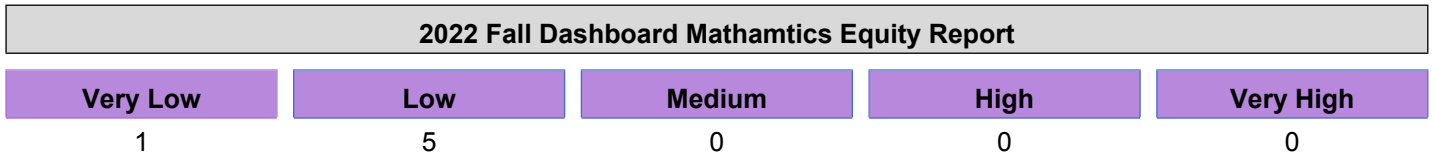
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

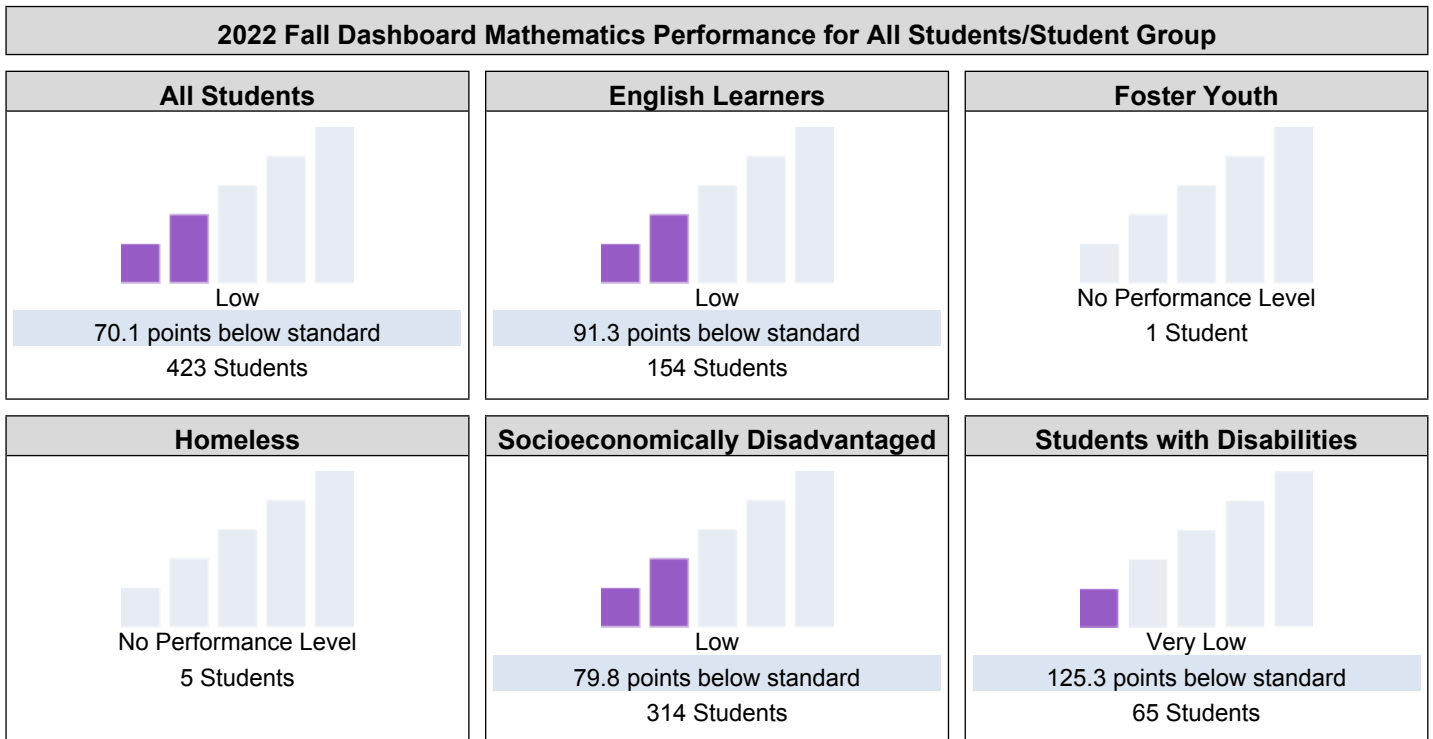
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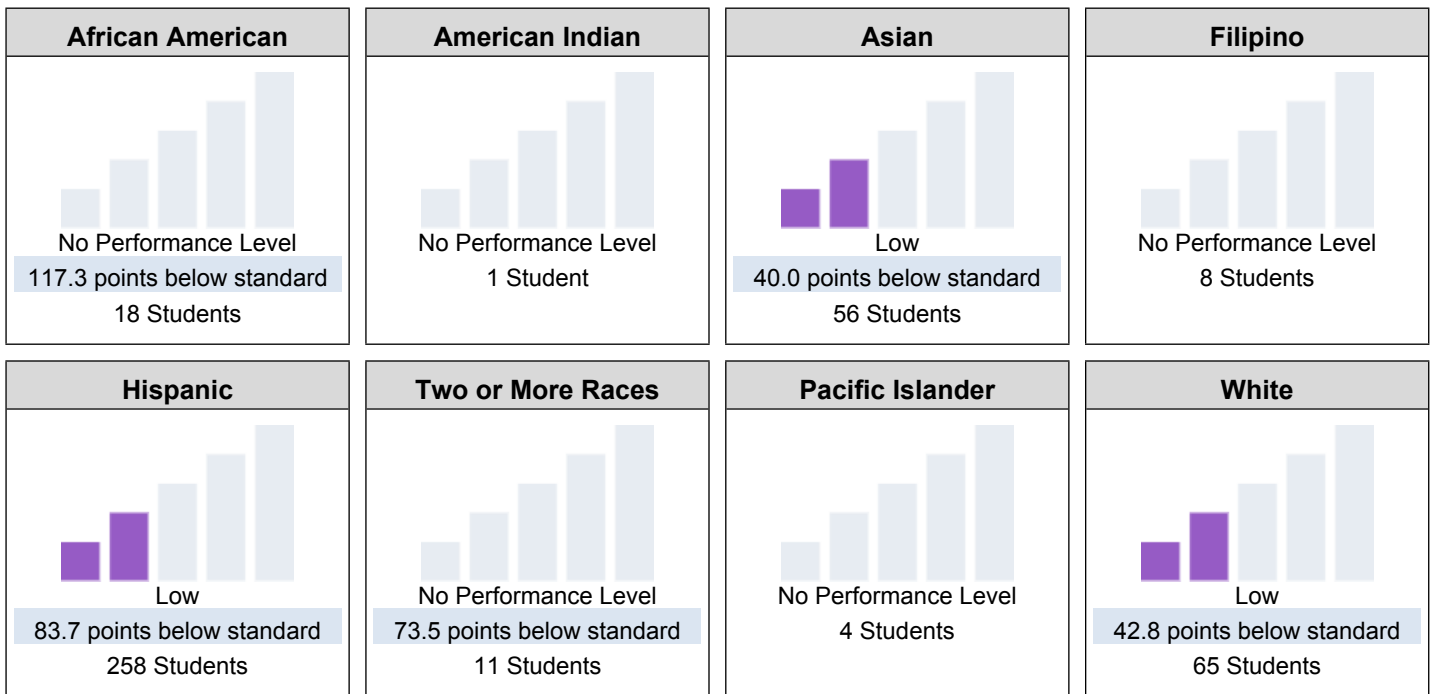
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.9 points below standard 72 Students	49.5 points below standard 82 Students	66.9 points below standard 237 Students

Conclusions based on this data:

1. Math continues to be an area of great need for Tafoya. All subgroups, scored low with the exception for students with disabilities, who scored very low. They scored 50 points lower than our student average. Although significantly low, this is still an improvement by roughly 15 points since 2019. This is still indicative of a significant more support needed for our students with disabilities. It calls out a need for increased best first instruction to support ALL learners. It also indicates a need to look at the support students receive from our special education team.
2. White, Asian, and RFEF students are the only student groups that are less than 50 points below standard. However, Asian student groups actually increased by 2 points on average from standard compared to 2019 data, while our White subgroup dropped by roughly 20 points.
3. Our reclassified students outperform all other subgroups. This shows focusing on language development supports students to be successful long term in all subject areas. It also shows the importance of being proficient in the English language and on grade level in reading and how it is beneficial to students on the math state test as well.

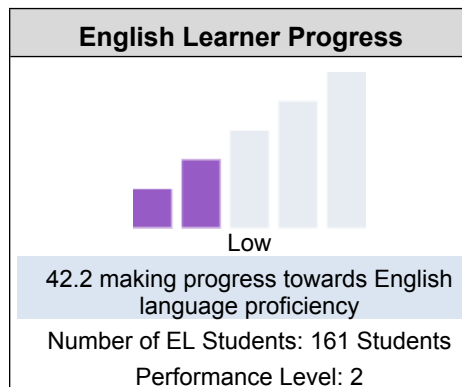
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
18.0%	39.8%	0.0%	42.2%

Conclusions based on this data:

- 42.2% of students made progress by one level. This highlights the need to create more opportunity to discuss student data and progress more regularly throughout the year in a quantitative way.
- 18% of students decreased their English Learner Performance Indicator (ELPI) level, which when compared to our last Academic Indicator scores, we have decreased the number of students that have decreased by one level (which was 24.8 in 2019). We have also increased the number of students increasing a level from 32.9 to 42.2. This is a direct results to our English Language Specialists and direct work we are doing in our designated English Language Development classes, however our integrated English Language Development can continue to be enhanced through Universal Design for Learning.
- 39.8% of students maintained their current English Language proficiency. It was expected to have a greater increase after virtual learning had to returned to in person learning, however it shows the need to spend more time on 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

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. This data is not available for elementary students.

School and Student Performance Data

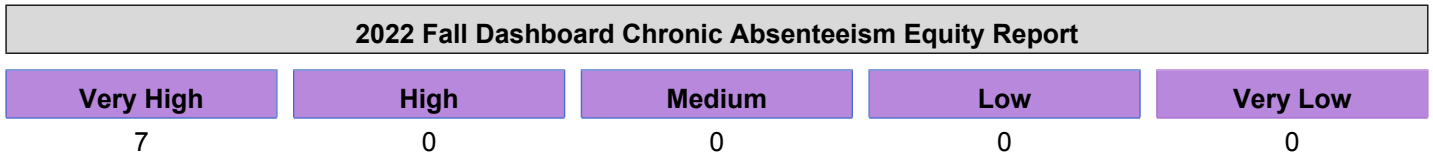
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

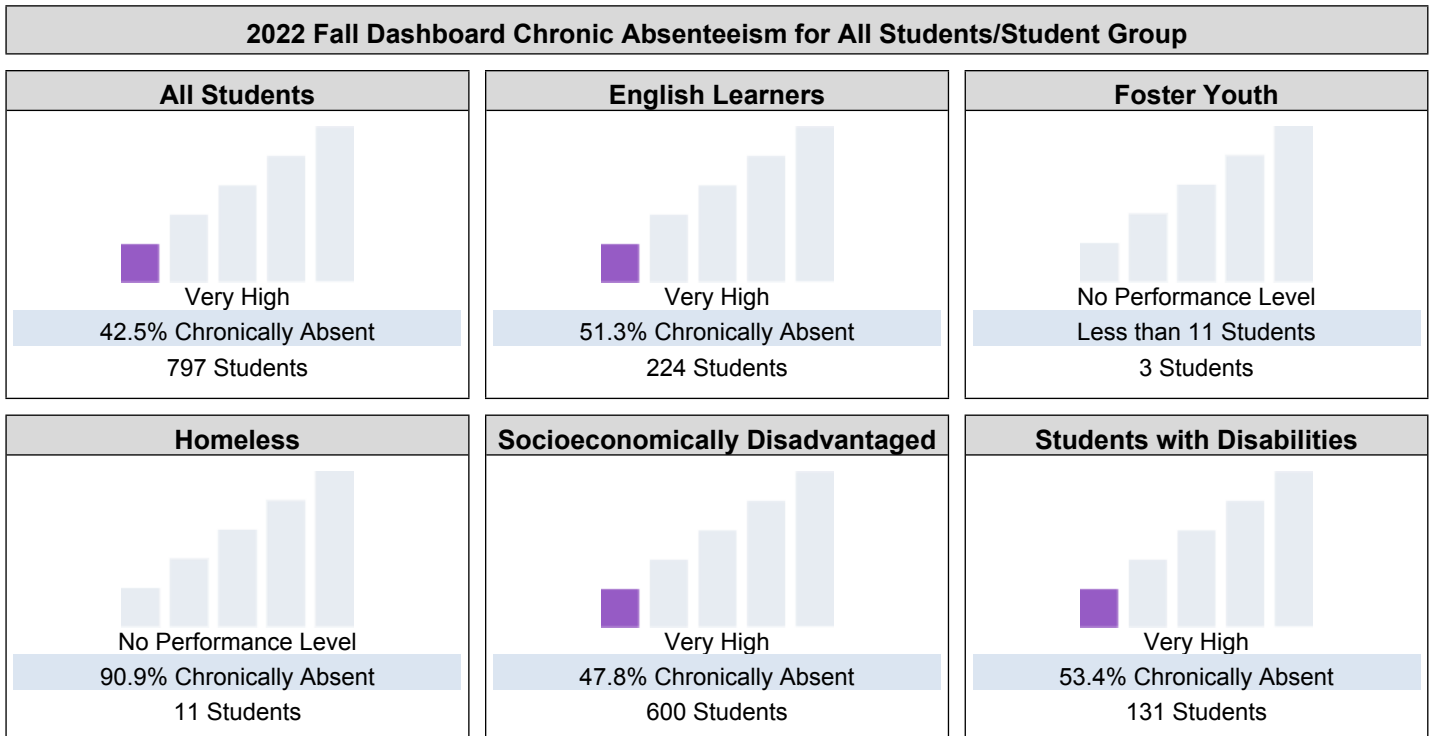
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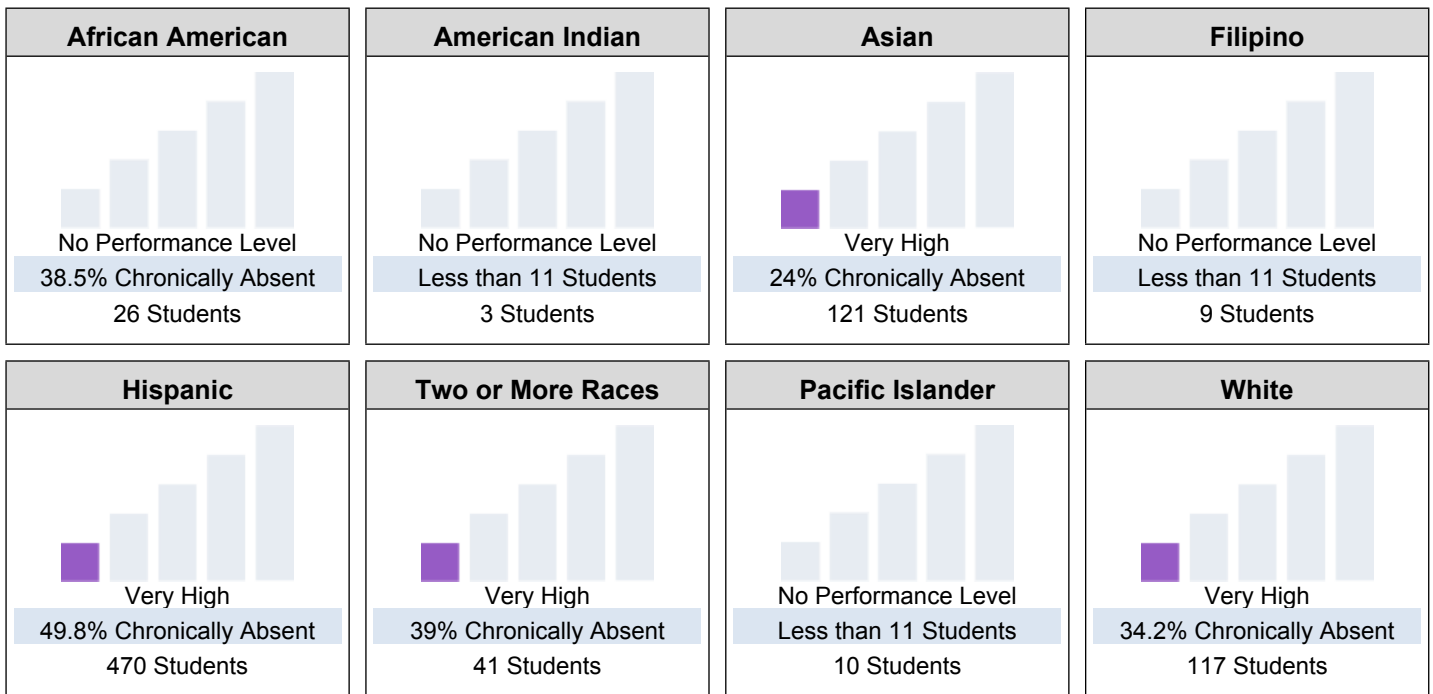
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. 42.5% of our students are chronically absent, which is a direct result from the pandemic and COVID-19 protocols that prolonged time out of school.
2. Although all subgroups fell into the "very high" category, our Asian subgroups was significantly less than all students (by 18%) and two times less than our Hispanic students. This goes along with national data that our Hispanic families have been heavily impacted throughout the pandemic.
3. 85% (287/339) of our students that were chronically absent were socioeconomically disadvantaged, and 10/11 student considered unhoused were also chronically absent. This indicates how much economic status and living conditions plays on absenteeism, but also more severely impacted during the pandemic. This current school year, we have been placing a large focus on attendance, but at still facing challenges.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 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:

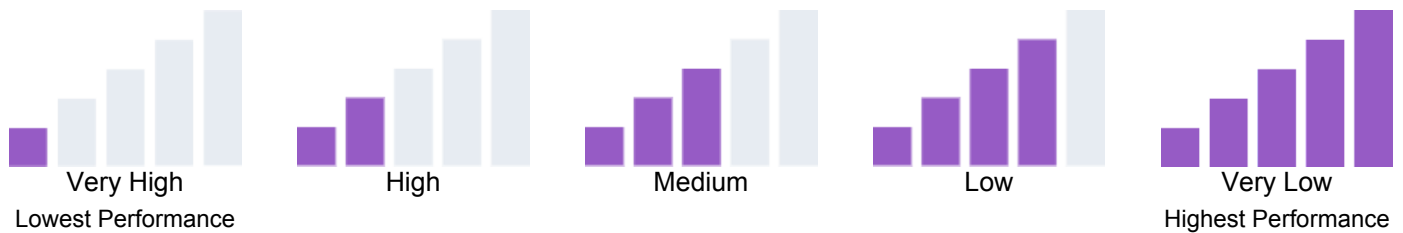
1. Does not apply

School and Student Performance Data

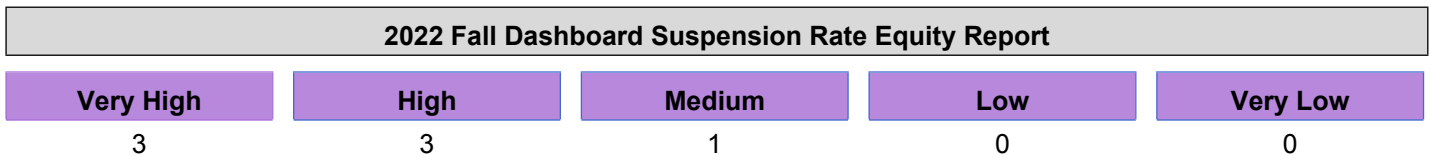
Conditions & Climate Suspension Rate

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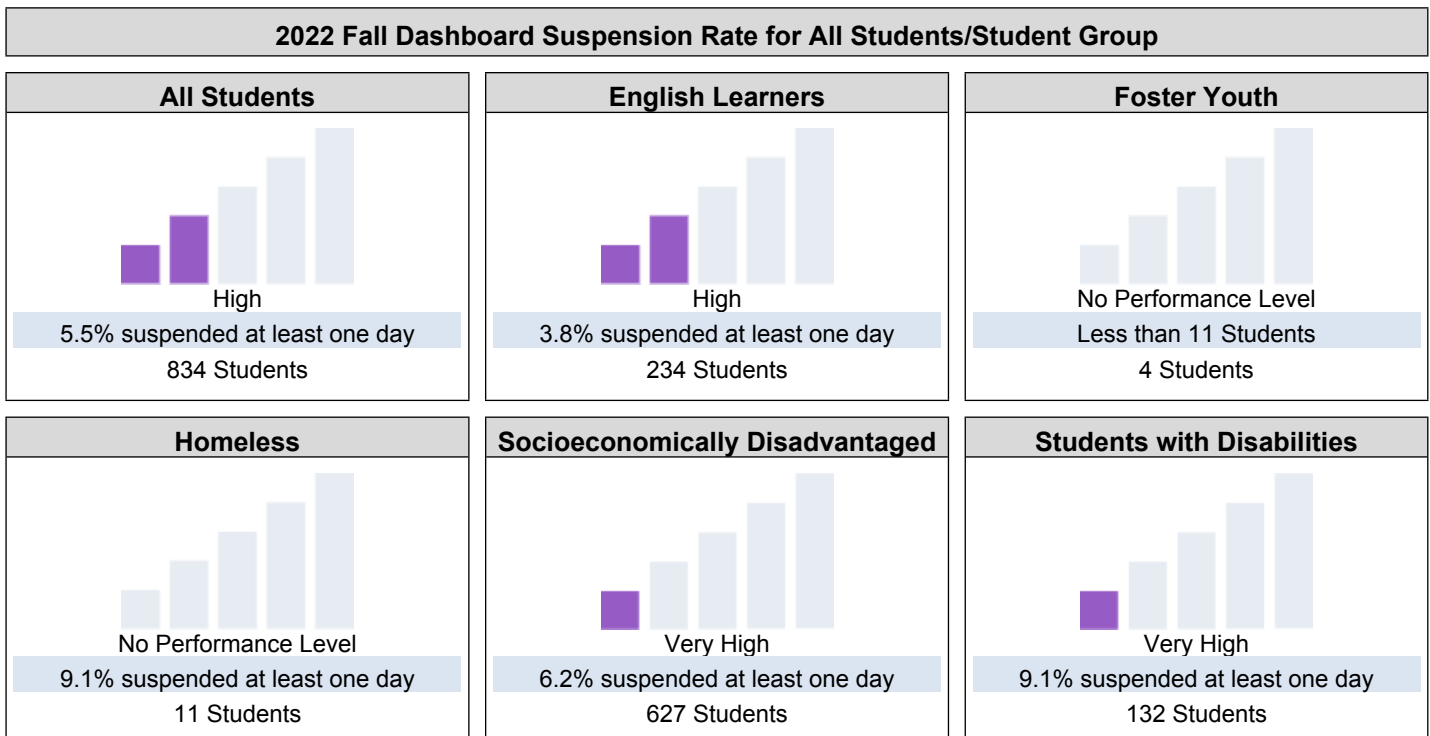
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



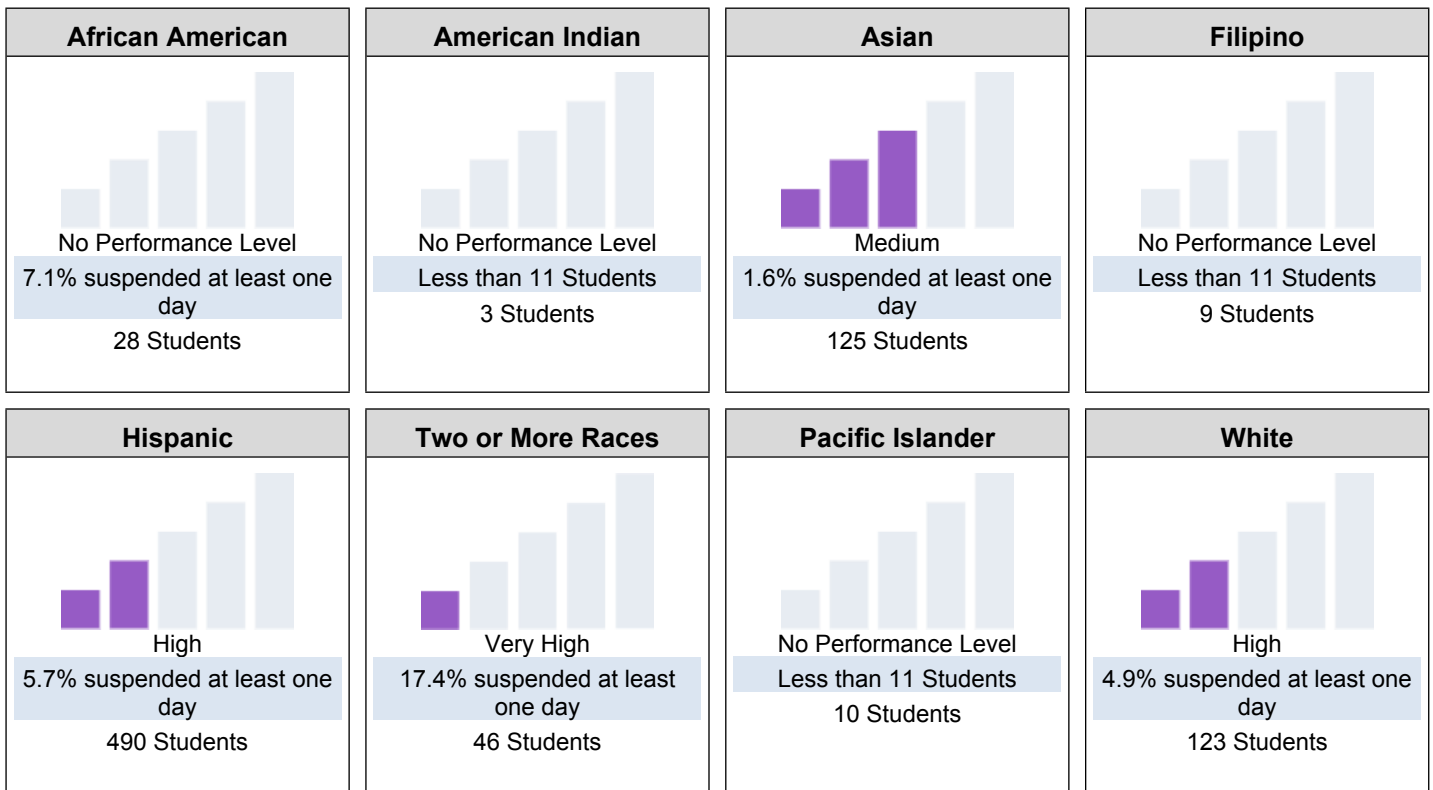
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate has increased by 2% compared to 2019 (last data reported). 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, especially in our youngest learners.
2. The subgroup with the most number of students suspended was our socioeconomically disadvantaged students, 39 of 46 students. The need for social groups, directly teaching communication skills, and relationship building is essential with this specific population.
3. Our second highest group of students suspended was Students with Disabilities at 26% (12/46). This is indicative of 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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	<p>Music/Band 37% of all 5th and 6th graders are participating in band. In addition, all 4th-grade students (~120) participate in violin.</p> <p>Art 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</p>	<p>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%.</p> <p>Art All students will have an opportunity to participate in an after-school VAPA class, our goal is to have 5% of our students participate in an after-school VAPA opportunity. All teachers will continue to produce one VAPA lesson per trimester. 1/3 of the classes will have a VAPA Showcase each trimester. These will be tied into events already taking place on our campus (parent-teacher conference and Open-House)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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.	
College and Career	Teachers continued to showcase colleges weekly. We will be having 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.	We will continue to have a college and career week. Look to move this up, so it is not at the end of the year. We will expand on our College Pathways Event for families to more than 1 presentation. Classes will continue to "travel" virtually to various college opportunities around the nation.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

- *Planning Time
- *College and Career Materials
- *Field Trips/Transportation
- *Buddy classroom presentations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5275

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

- *Materials and supplies
- *Art docents
- *Extended Duty

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Supplemental/Concentration

2000

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goal 1 for Tafoya encompasses more than just kids in our school band. We also increased the number of art lessons students have received throughout the year, and not just from their primary teacher. We have had an art teacher come in and teach lessons. Students from all grade levels have also received additional art opportunities with a character focus on kindness, inclusion, and diversity on Thursdays while teachers have been given collaboration time. We also have exposure to college happening regularly on Tuesdays, and we will have College and Career Week happening in the third trimester along with a College Pathways Event.

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

We were able to supply art materials and supplies to any teachers that requested for the materials during art lessons. We also supplied an art docent throughout the year for art on Thursdays, we had originally planned to pay for her out of Title I funds, but were able to pay for her out of CSI due to her teaching art which allowed teachers time to collaborate with each other. We had originally intended the opportunity for after-school VAPA opportunities, however, most staff members were not able to partake in extended duty opportunities. However, they were offered by our Expanding Minds after-school program, which still offered opportunities to over 200 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. This event will entail what students need to be able to attend college, A-G requirements, classes they need to take, etc. This will be extended to all 4th, 5th, and 6th-grade families. We intend to have this earlier in the year next year. We have allocated roughly the same amount of money for college and career, but have decreased the money towards VAPA contracts to work with outside companies. As we move forward we will also make after-school VAPA opportunities available through teacher adjunct duties.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Based on a review of California Dashboard data, iReady and internal data during our needs assessments with our 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 great need for proper social skills, impulsivity, and frustrations around home and school have added to an intense need for student support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	As measured by the California Assessment of Student Performance and Progress (CAASPP), students are 50.1 points from meeting the standard in English language arts (Low) and 70.1 points below in Math (Low). (From 2022)	Students will improve the distance from standard in each subject by 5 points, this will be 45 points from standard in English Language Arts and 65 points below in math as measured by the California Assessment of Student Performance and Progress CAASPP.
Performance level on English Learner Progress Indicator (ELPI)	42.2% of English Learners are making progress toward English language proficiency.	Tafoya will increase by at least 8% and have 50% or more English Learners make

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		progress toward English language proficiency.
Percentage of students in both the Meets and Exceeds Standards level on California Assessment of Student Performance and Progress (CAASPP) English Language Arts.	28% of all students that took the CAASPP in 2022, either met or exceeded standard in English Language Arts.	Tafoya will increase the amount of students meeting or exceeding standard in English Language Arts by 5-10%, 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.	22% of all students that took the CAASPP in 2022, either met or exceed standard in Math.	Tafoya will increase the amount of students meeting or exceeding standard in Math by 5-10%.
Percentage and number of students who are chronically absent	Tafoya's chronically absent increased to 42.5% (339 students), this was a considerable increase. The largest amount of students chronically absent fall into the Socioeconomically Disadvantaged (287/339) subgroup.	Tafoya will decrease the number of students chronically absent by at least 5%. We will decrease the percentage of socioeconomically disadvantaged students (of those chronically absent) by at least 5% as well.
Student sense of safety and school connectedness	CHKS 21-22 California healthy kids survey (only completed by 5th graders), 63 of our 120 5th graders completed the survey (53%). 63% of those student share a sense of school	Increase each percentage by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	connectedness, and 69% feel safe while at school.	
Suspension rate	5.5% of students (46 total) were suspended in the 21-22 school year.	Suspension rates will decrease overall by 0.5% and our students defined as socioeconomically disadvantaged will decrease by 0.6%
Parent/family satisfaction on California Healthy Kids Survey, on key indicators	Based on the Healthy Kids Survey (2021), 24 Parents responded. This included 100% agreeing or strongly agreeing school goes out of its way to help students, cares about students, and has high expectations. 100% felt their children were safe at school, but 71% felt the school helps students to resolve conflict, and 16% felt bullying was a large problem.	Tafoya will increase parents' feelings positively in each area by 10% or more of their current percentage.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	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)	We will increase the percentage of students meeting their growth targets by 10% in both ELA and Math for all grade levels below 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fourth: 56% (ELA) and 39% (Math) Fifth: 50% (ELA) and 35% (Math) Sixth: 66% (ELA) and 66% (Math)	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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 Interventions and Supports (PBIS), and trauma-informed practices through Multi-Tiered Systems of Support in order to learn strategies to engage and address issues with at-risk youth. This will include engaging all stakeholders in all areas of students' education and social-emotional needs. The counselor will continue with bi-weekly lessons.

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

*Materials and Supplies

- *Parent/Family Engagement
- *Improvement of school culture and climate through the use of murals, arts, signage, etc.
- *Restorative Practices
- *Community Circles
- *Tiered re-engagement process for chronic absenteeism
- *Common Planning Time for SEL/attendance analysis
- *Behavior Para for classroom behavior support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,200	Supplemental/Concentration
1,641	Title I Part A: Parent Involvement
12,000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
68,580	Title I Part A: Basic Grants Low-Income and Neglected
40,939	Supplemental/Concentration
165,090.50	CSI

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

2.2 Throughout the year, teachers have been providing small groups to students throughout their instructional day. Some students are provided additional small group time with a full-time intervention teacher. The intervention began at the beginning of the year - we are serving 120 students (15%). Half of the students involved in the intervention are English Learners. Teachers have had access to all supplies necessary for in-person teaching. More culturally inclusive books have been purchased for classrooms, so students can see themselves in the books they read and increase interest. We have been able to provide common planning time to grade levels on Thursday, while the UC Davis Math Project provides coaching through a grade level release. During this time students receive additional lessons, including art, books, and physical fitness through our partnership with an art teacher, our librarian, and our Little Heroes program.

Professional development has been provided throughout the year through the district. Our intentions were to provide Professional Development for math with the UC Davis Math Project during the day and provide substitutes to teachers more often, but as we continued through the year, the substitute teacher shortage continued. However, we have been able to provide more hands-on coaching support in classrooms with the UC Davis Math Project which continues to prove to be beneficial.

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

The major implications of not meeting our expenditures came down to receiving additional funds and not expending those as quickly as we would have liked. We were able to extend our contract with the UC Davis Math Project into next year, which will allow us to continue using our CSI funds to access professional development over the summer for our teachers. We also decreased from a 2.0 intervention teacher to a 1.5, due to one of the teachers needing to take some personal time.

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

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

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

- The strategies will remain the same with the deletion of a Behavior Intervention Staff Coach, but an addition of a behavior para. This position will help support classrooms with more Tier 2 and Tier 3 behaviors. Our goal is this will also improve academics as students can then access their academics when they are more regulated and have a calm body.
- There will be an addition of a yard supervisor for an alternative recess room for students that desire to have their free time indoors, versus outdoors based on need. This position is a direct request based on student feedback from our Youth Advisory Council (Y.A.C.). Our goal is this will also improve academics as they will return with a more positive mindset from recess.
- We will be providing additional funds for staff to help support students struggling with chronic absenteeism.

2.2 Academics - Intervention/Acceleration

- This will remain the same. We will continue with 1.5 intervention teachers moving forward.
- We will increase by 1 literacy para for the 2023-2024 school year
- We will be adding a full-time Instructional Coach to support and coach teachers throughout the year on their best first instruction for all learners. Based on our 21-22 school year state test scores, there is a need to increase the best first instruction for all learners. This will complement the work we do with the UC Davis Math Project and will be paid for through the use of CSI funds.
- 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.

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	We are currently at 19 students being reclassified, but more is expected after the Spring ELPAC. Unclear what the final number is currently.	Tafoy will increase the reclassification rate by 5%
English Learner Progress Indicator (ELPI)	42.2% students showed growth of 1 level or more, and is now our new baseline	Will increase the student growth to 50% on the English Learner Progress Indicator.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	Principle 1: Assets-oriented and Needs Responsive Schools 2.0 Language and cultures are assets 2.5 No single EL profile	Continue to increase each sub-component by 0.5, and the average in principal 1 to 3.5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3.0 School climate is affirming, inclusive, and safe 2.0 Strong family and school partnerships 2.5 Supporting EL's with disabilities	
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	Students, identified as English Learners, who met their growth target in each area as measured by 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)	Tafoya will increase the amount of students identified as English Learners meeting their growth target by 2-5% in both Reading and Math, measure 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	Based on 21-22 Data: 18 students are Long Term English Learners 54 At-Risk of becoming Long-Term English Learners	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		success plans for each student identified in these categories.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, students who are English Learners

Strategy/Activity

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

- * Intervention instructors (Shared with Goal 2). (50% of students served will be English Learners and 50% will be non-English Learners)
- * Release time for student monitoring
- * Professional development and coaching - English Language specialist to model and collaborate with staff to implement research-based instructional strategies for integrated English Language Development (ELD) instruction in content areas. English Language specialists will also provide professional learning opportunities to staff.
- * Materials and supplies for intervention and support for English learners
- * Academic Conferences
- * Supplemental materials
- * Translations for multiple languages
- * Identify students by language proficiency. English Language Specialists to collaborate and provide professional development and learning focused on intervention and differentiation to meet students' needs by proficiency level during content instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28500	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

I think we did a great job of tracking the amount of ELs receiving intervention, and making sure we are very intentional about our work and providing opportunities for intervention supports in both ELA and Math from Kinder through 6th grade. Based on the March iReady diagnostic, the amount of English Learners meeting their growth targets was comprobably within 2-5% of their English only peers. What this does indicate is the interventions in place mean they are making just as much progress as their peers. Although 42.2% of English Learners made progress from one band to the other, we almost the same amount make no progress at all. This means we still need to provide more scaffolded first instruction through the use of integrated English Language Development and continue with our current implementation of Designated English Language Development. As we move forward in this year, we can continue to progress monitor more regularly with quantitative measures and possibly utilizing the growth monitoring metric in iReady for our English Learners.

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

We met our expenditures in this area.

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

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	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 Expanding Minds After School Program: Yolo Arts Woodland Opera House	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Little Heroes iCook Lego Robotics Opportunities	
Number of extracurricular and co-curricular programs offered	Little Heroes Junior Heroes Positive Behavior Intervention and Support (PBIS) Student Officers Student Council Representatives Friends of Rachel Club (Kindness Club) Youth Advisory Council	<p>We would like to continue: our co-curricular offerings</p> <p>We will expand more extracurricular offerings: Based on student surveys, students want more extracurricular and club offerings during school. They have requested:</p> <ul style="list-style-type: none"> * More sports offerings after school * Dance classes * Art classes (specifically ceramics) * Robotics Classes * Chess club <p>We will survey students at the beginning of next year to ensure we have an accurate depiction of student desires for our after-school options. 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.</p>
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	87% of 3-6th graders provided input for school-created surveys - which	We will increase our response rate to 90% of 3-6 graders providing input via surveys. We will do this by adding metrics to track classes.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	coincides with our attendance rate.	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	<p>58 Students Total Participated in Focus Groups</p> <p>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</p> <p>~~Background~~ 45% Hispanic 31% White 14% Asian Indian 0% Declined to Respond 3% Filipino 7% Black/African American</p>	<p>We will continue with the number of students in 5th and 6th grade providing input while increasing by 3-5% by adding 4th graders.</p> <p>We will specifically increase the number of students who are identified under the English Learner category. We feel that our numbers are well represented within our subgroups otherwise.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

We will continue to interact with our community and school through the use of 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

42000

Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall, we had success in this goal. We set out what we expected to do, with the exception of incorporating more clubs for students not enrolled in the after school programs. Our Youth Advisory Council increased in size by almost 40 students. The valuable insight students provided to their experiences on campus. The valuable insight students gave to our student surveys, both the editing process and looking at data. It was interesting in to how a student looks at it versus an adult. We met regularly and increased numbers in not only responses, but also in voices being heard in meetings and in surveys.

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

Due to the revamping of the after school program, some of our intended plans of after school clubs fell under that umbrella, but also offered tremendously more opportunities for 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.

We will be shifting our teachers to be providing our after school club opportunities through their adjunct duties, offering a stipend to a school employee to coordinate all after school offerings.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,996
Total Federal Funds Provided to the School from the LEA for CSI	\$165,090.50
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$380,475.50

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$165,090.50
Title I Part A: Basic Grants Low-Income and Neglected	\$118,355.00
Title I Part A: Parent Involvement	\$1,641.00

Subtotal of additional federal funds included for this school: \$285,086.50

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: \$380,475.50

School Site Council Membership

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

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

Name of Members	Role
Jen Buzolich	Parent or Community Member
Lindsey Bruner	Other School Staff
Melissa Comstock	Parent or Community Member
Lyssa Perry	Principal
April Meyer	Classroom Teacher
Alma Mercado	Parent or Community Member
Rohit Jasra	Parent or Community Member
Melinda Prindle	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

Yucca RB

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 5/8/2022.

Attested.

[Signature] 5/9/23

Principal, Lyssa Perry on

[Signature] 5/9/23

SSC Chairperson, Jen Buzolich on