



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramon S. Tafoya Elementary School	57727106116677	May 12, 2026	May 28, 2026

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	46
Goal 3.....	61
Goal 4.....	70
Budget Summary	77
Budget Summary	77
Other Federal, State, and Local Funds	77
Budgeted Funds and Expenditures in this Plan	78
Funds Budgeted to the School by Funding Source.....	78
Expenditures by Funding Source	78
Expenditures by Budget Reference	78
Expenditures by Budget Reference and Funding Source	78
Expenditures by Goal.....	78
School Site Council Membership	79
Recommendations and Assurances	80

Plan Description

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

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

Schoolwide Program

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

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

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

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

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

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

Educational Partner Involvement

How, when, and with whom did Ramon S. Tafoya Elementary 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

Ramon S. Tafoya Elementary School engaged a broad range of educational partners in a collaborative and ongoing process to develop the 2026–2027 School Plan for Student Achievement (SPSA).

The School Site Council (SSC) met regularly throughout the year to review student data, monitor progress toward SPSA goals, and provide feedback on proposed revisions. Teachers played a central role in the needs assessment process through the Guiding Coalition and grade-level PLCs, where they analyzed data from the California Dashboard, local assessments such as i-Ready, behavior and attendance data, and site-based measures of student engagement and school climate. Through this process, staff identified key priorities across all goal areas, including strengthening literacy and mathematics instruction, increasing structured student talk and engagement, improving student behavior and social-emotional supports, and continuing to address gaps for English Learners and Students with Disabilities. Staff also emphasized the importance of aligning interventions with Tier 1 instruction and continuing professional learning through GLAD strategies, Hawk Talks, and peer observations.

Student and staff survey data, including the California Healthy Kids Survey (CHKS), demonstrate meaningful improvements in school climate, safety, and student experience. Student reports of feeling safe at school increased from 72% to 78%, while reports of being hit or pushed decreased significantly from 42% to 16%. Positive indicators such as caring adults (65% to 71%), high expectations (79% to 84%), and meaningful participation (37% to 44%) also improved.

At the same time, the data highlight ongoing areas for growth, particularly in student engagement, as reports of school boredom increased from 47% to 57%.

Staff survey results reflect similar trends across climate and student support systems. Staff reported improvements in collegiality, collaboration, and perceptions of school safety, as well as a significant decrease in concerns related to bullying. At the same time, staff continue to identify student engagement, readiness to learn, and the need for increased instructional relevance as areas for continued focus.

Family input was gathered through surveys, SSC, ELAC, and PTA meetings. Families consistently expressed strong support for expanded arts programming, increased access to high-interest reading materials, and engaging, meaningful learning experiences. Families also emphasized the importance of maintaining a safe and supportive school environment, strengthening communication, and ensuring all students feel connected and motivated to learn. At the March SSC meeting, a parent raised concerns about potential overuse of Chromebooks and the need to balance screen time with hands-on and collaborative learning experiences. At the March ELAC meeting, families emphasized the importance of strengthening a school-wide culture of reading and increasing student motivation to read independently. In response, the school will continue to implement Accelerated Reader with added incentives and recognition opportunities to celebrate student progress and achievement. This reflects a shared commitment to supporting literacy growth and fostering positive reading habits across all grade levels.

Student voice remained a central component of the SPSA development process, particularly through the Youth Advisory Council (YAC) and site-based student surveys. Students reviewed school data and shared feedback related to engagement, safety, and enrichment opportunities. They expressed a desire for more hands-on and relevant learning experiences, increased opportunities for leadership, and expanded access to clubs, arts, and extracurricular activities. Students also identified the importance of positive peer interactions and continued adult supervision during unstructured times.

This collective input directly informed the development of SPSA goals and strategies across academic achievement, student engagement, school climate, and family partnership. Key actions include strengthening core instruction and intervention systems, expanding VAPA and enrichment opportunities, increasing structured student engagement and voice, and enhancing systems that support safe and inclusive school environments.

Drafts of the SPSA and accompanying budget were shared with multiple educational partner groups for review and feedback, including the School Site Council (SSC) on March 31, 2026, the PBIS Team on March 31, 2026, the Parent Teacher Association (PTA) on April 1, 2026, Youth Advisory Council (YAC) on April 2, 2026, the English Learner Advisory Committee (ELAC) on April 23, 2026, the Guiding Coalition on May 6, 2026. The finalized plan reflects the input of all these partners and is aligned with the academic, behavioral, and social-emotional priorities identified through this collaborative process.

The School Site Council reviewed the plan again on April 21, 2026, and considered recommendations and feedback from all groups. ELAC approved the SPSA on April 23, 2026, and the School Site Council approved the final draft on May 12, 2026. This finalized plan reflects a shared commitment to improving student outcomes through aligned, data-driven, and student-centered practices.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the 2025 California School Dashboard, Ramon S. Tafoya Elementary has several state indicators in the Red or Orange performance categories, indicating areas requiring continued focus and improvement.

English Language Arts (ELA) — Orange

All Students are performing 47.0 points below standard, reflecting a decline of 5.6 points from the prior year.

Mathematics — Orange

All Students are performing 72.4 points below standard, reflecting a decline of 10.7 points from the prior year.

Chronic Absenteeism — Red

26.3% of students were chronically absent, an increase of 0.6 percentage points from the prior year.

Suspension Rate — Orange

3.1% of students were suspended at least one day, an increase of 1.7 percentage points from the prior year.

English Learner Progress Indicator (ELPI) — Orange

45.0% of English Learners made progress toward English proficiency, reflecting a decline of 15.7 percentage points from the prior year.

These indicators highlight ongoing needs in academic achievement, attendance, student behavior, and English learner progress that guide the priorities and actions outlined in this School Plan for Student Achievement.

Intervention Strategies:

Develop a school-wide Writing Framework across all grade levels to deepen aligned literacy instruction and scaffolded supports for ELs and SWDs.

Increase small-group intervention time using structured literacy and numeracy resources such as SIPPS and Heggerty. Strengthen Professional Learning Communities (PLCs) to focus on differentiation, inclusive instructional strategies, and data-informed instruction targeting gaps for ELs and students with disabilities.

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

1. English Language Arts (ELA)

Overall School Performance: Orange — 47.0 points below standard (declined by 5.6 points)

Student Groups Two Levels Below: Students with Disabilities: Red — 124.5 points below standard (declined 21.8 points); and English Learners: Red — 77.0 points below standard (declined 8.8 points)

Intervention Strategies: Continue implementation of the TK–6 Writing Framework to strengthen Tier 1 literacy instruction; increase small group reading intervention using SIPPS; strengthen PLC cycles focused on differentiation and subgroup data; expand co-planning between general education, EL specialists, and RSP staff

2. Mathematics

Overall School Performance: Orange — 72.4 points below standard (declined by 10.7 points)

Student Group Two Levels Below: Students with Disabilities: Red — 145.7 points below standard (declined 31.5 points)

Intervention Strategies: Continue math professional learning and instructional coherence work; expand math intervention programs and scaffolded small group instruction; strengthen collaboration between general education teachers, EL specialists, and RSP staff; use PLC data cycles to monitor subgroup progress and adjust support

3. Suspension Rate

Overall School Performance: Orange — 3.1% suspended at least one day (increased by 1.7%)

Student Groups Two Levels Below: English Learners: Red — 3.7% suspended at least one day (increased 2.6%); Hispanic: Red — 4.0% suspended at least one day (increased 2.5%)

Intervention Strategies: Expand restorative practices and alternatives to suspension; strengthen Tier 2 and Tier 3 behavioral interventions; continue PBIS implementation with subgroup monitoring

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.26%	0.39%	0.41%	2	3	3
African American	2.55%	3.24%	2.85%	20	25	21
Asian	17.50%	19.95%	22.69%	137	154	167
Filipino	0.51%	0.52%	0.82%	4	4	6
Hispanic/Latino	54.92%	53.76%	50.54%	430	415	372
Pacific Islander	1.66%	1.30%	1.36%	13	10	10
White	12.13%	9.46%	10.19%	95	73	75
Two or More Races	5.49%	5.57%	5.16%	43	43	38
Not Reported	4.98%	5.83%	5.98%	39	45	44
Total Enrollment				783	772	736

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		46	39
Kindergarten	104	91	83
Grade 1	98	103	96
Grade 2	108	97	99
Grade3	109	104	94
Grade 4	107	107	101
Grade 5	118	110	111
Grade 6	95	114	113
Total Enrollment	783	772	736

Conclusions based on this data:

1. Total enrollment for 2024–25 is 772 students, reflecting a slight decrease from 783 last year and 784 the prior year. While overall enrollment remains stable, early grade levels show notable shifts. Transitional Kindergarten enrollment (46 students) continues to expand access to early learning, while Kindergarten enrollment has declined to 91 students. Upper grade enrollment remains steady, with Grades 5 and 6 maintaining larger cohorts. Overall

enrollment is expected to remain relatively stable in the mid-700 range, depending on mobility and incoming cohorts.

2. The student population continues to diversify. Hispanic/Latino enrollment remains the largest subgroup at 53.76% (415 students) but continues a gradual decline. The Asian student population has increased steadily to 19.95% (154 students). Students identifying as Two or More Races (5.57%) and Not Reported (5.83%) have also increased. The White student population continues to decline, now at 9.46% (73 students). These trends reflect increasing demographic diversity across the school community.
3. African American enrollment has increased to 25 students (3.24%), continuing a gradual upward trend over the past two years. While still a small subgroup, this increase suggests a potential demographic shift that warrants continued monitoring to ensure culturally responsive supports and equitable access to programs and services.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	238	221	191	30.4%	28.6%	26.0%
Fluent English Proficient (FEP)	78	87	100	10.0%	11.3%	13.6%

Conclusions based on this data:

- English Learners make up 28.6% (221 students) of total enrollment in 2024–25, a slight decrease from 30.4% (238 students) last year but similar to 28.8% two years ago. This suggests that EL enrollment remains consistently high while showing signs of stabilization rather than continued growth. Future enrollment patterns may depend on incoming TK cohorts and reclassification trends.
- The number of Fluent English Proficient (FEP) students increased to 87 students (11.3%), up from 78 students (10.0%) last year. This upward shift suggests improving reclassification outcomes compared to the prior year. Continued emphasis on designated and integrated English Language Development, structured language supports, and strong Tier 1 instruction will be important to sustain progress and support EL students toward proficiency.
- Although the percentage of FEP students increased this year, it remains below the level seen two years ago (12.4%). This indicates that longer-term recovery in reclassification rates is still in progress. Sustained language development systems, early intervention, and aligned instructional practices will remain essential to ensuring EL students achieve English proficiency and academic success.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	109	107	106	109	104	104	109	104	104	100.0	97.2	98.1
Grade 4	125	105	111	125	103	110	125	103	110	100.0	98.1	99.1
Grade 5	96	113	112	94	112	112	94	112	112	97.9	99.1	100
Grade 6	117	96	116	116	94	114	116	94	114	99.1	97.9	98.3
All Grades	447	421	445	444	413	440	444	413	440	99.3	98.1	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2358.	2378.	2360.	8.26	14.42	11.54	14.68	19.23	12.50	22.94	20.19	15.38	54.13	46.15	60.58
Grade 4	2417.	2403.	2430.	11.20	11.65	12.73	23.20	12.62	17.27	16.00	17.48	25.45	49.60	58.25	44.55
Grade 5	2482.	2471.	2456.	13.83	15.18	12.50	28.72	24.11	23.21	27.66	20.54	16.96	29.79	40.18	47.32
Grade 6	2512.	2516.	2497.	11.21	4.26	11.40	33.62	42.55	28.07	32.76	30.85	26.32	22.41	22.34	34.21
All Grades	N/A	N/A	N/A	11.04	11.62	12.05	25.00	24.21	20.45	24.55	22.03	21.14	39.41	42.13	46.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.34	8.65	6.73	51.38	56.73	60.58	41.28	34.62	32.69
Grade 4	9.60	7.77	19.09	59.20	62.14	48.18	31.20	30.10	32.73
Grade 5	13.83	11.61	11.61	67.02	62.50	53.57	19.15	25.89	34.82
Grade 6	13.79	17.02	14.04	62.07	62.77	50.88	24.14	20.21	35.09
All Grades	11.04	11.14	12.95	59.68	61.02	53.18	29.28	27.85	33.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.26	6.73	9.62	33.03	45.19	35.58	58.72	48.08	54.81
Grade 4	4.80	2.94	6.36	48.80	46.08	52.73	46.40	50.98	40.91
Grade 5	8.51	10.71	9.82	68.09	53.57	50.89	23.40	35.71	39.29
Grade 6	10.34	3.19	10.53	59.48	68.09	55.26	30.17	28.72	34.21
All Grades	7.88	6.07	9.09	51.80	52.91	48.86	40.32	41.02	42.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.50	7.69	1.92	78.90	70.19	69.23	15.60	22.12	28.85
Grade 4	7.20	5.83	12.73	68.00	70.87	69.09	24.80	23.30	18.18
Grade 5	12.77	8.04	7.14	75.53	73.21	81.25	11.70	18.75	11.61
Grade 6	13.79	14.89	12.28	74.14	72.34	69.30	12.07	12.77	18.42
All Grades	9.68	8.96	8.64	73.87	71.67	72.27	16.44	19.37	19.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.83	8.65	4.81	66.97	59.62	59.62	31.19	31.73	35.58
Grade 4	7.20	6.80	9.09	71.20	64.08	62.73	21.60	29.13	28.18
Grade 5	12.77	11.61	8.93	69.15	66.96	66.96	18.09	21.43	24.11
Grade 6	12.93	15.96	12.28	70.69	75.53	65.79	16.38	8.51	21.93
All Grades	8.56	10.65	8.86	69.59	66.34	63.86	21.85	23.00	27.27

Conclusions based on this data:

1. Across all grades, 32.50% of students met or exceeded standards (12.05% exceeded; 20.45% met), while 46.36% did not meet standards. The percentage of students below standard increased compared to last year, indicating that although some students are reaching proficiency, a substantial portion continue to require targeted literacy support and differentiated Tier 1 instruction.

2. Performance patterns vary by grade level. In Grade 3, 60.58% of students did not meet standards overall, the highest rate among grade levels. Reading results show 32.69% of Grade 3 students below standard. Upper grades also show emerging concerns: Grade 6 increased to 34.21% below standard overall and 35.09% below standard in reading. These results indicate a need for strengthened foundational literacy supports in early grades and continued reading comprehension and analysis support in upper grades.
3. Writing continues to be the lowest-performing domain. Across all grades, only 9.09% of students scored above standard, while 42.05% scored below standard. Although some grade levels showed modest improvement, overall writing performance indicates the need for more structured writing instruction, consistent scaffolding, and expanded opportunities for writing across content areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	109	107	106	109	105	104	109	104	104	100.0	98.1	98.1
Grade 4	124	105	111	123	102	110	123	102	109	99.2	97.1	99.1
Grade 5	96	113	112	94	112	111	94	112	111	97.9	99.1	99.1
Grade 6	117	96	116	115	93	114	115	93	114	98.3	96.9	98.3
All Grades	446	421	445	441	412	439	441	411	438	98.9	97.9	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2362.	2386.	2376.	7.34	7.69	12.50	10.09	20.19	11.54	19.27	25.00	17.31	63.30	47.12	58.65
Grade 4	2412.	2403.	2422.	4.07	2.94	3.67	18.70	19.61	20.18	28.46	16.67	33.03	48.78	60.78	43.12
Grade 5	2438.	2459.	2435.	3.19	13.39	6.31	12.77	11.61	16.22	28.72	24.11	19.82	55.32	50.89	57.66
Grade 6	2484.	2498.	2482.	13.91	15.05	15.79	13.91	18.28	12.28	29.57	26.88	21.93	42.61	39.78	50.00
Grade 11															
All Grades	N/A	N/A	N/A	7.26	9.73	9.59	14.06	17.27	15.07	26.53	23.11	23.06	52.15	49.88	52.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.17	10.58	12.50	32.11	44.23	33.65	58.72	45.19	53.85
Grade 4	7.32	6.86	7.34	40.65	31.37	41.28	52.03	61.76	51.38
Grade 5	8.51	12.50	9.91	41.49	44.64	36.04	50.00	42.86	54.05
Grade 6	14.78	20.43	13.16	40.00	39.78	39.47	45.22	39.78	47.37
Grade 11									
All Grades	9.98	12.41	10.73	38.55	40.15	37.67	51.47	47.45	51.60

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.34	11.54	17.31	34.86	49.04	35.58	57.80	39.42	47.12
Grade 4	4.07	5.88	5.50	48.78	39.22	51.38	47.15	54.90	43.12
Grade 5	4.26	9.82	4.50	51.06	45.54	42.34	44.68	44.64	53.15
Grade 6	8.70	9.68	8.77	49.57	55.91	43.86	41.74	34.41	47.37
All Grades	6.12	9.25	8.90	46.03	47.20	43.38	47.85	43.55	47.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.17	12.50	11.54	45.87	51.92	41.35	44.95	35.58	47.12
Grade 4	6.50	6.86	7.34	50.41	48.04	54.13	43.09	45.10	38.53
Grade 5	4.26	8.93	6.31	51.06	55.36	45.95	44.68	35.71	47.75
Grade 6	10.43	9.68	13.16	60.87	62.37	48.25	28.70	27.96	38.60
All Grades	7.71	9.49	9.59	52.15	54.26	47.49	40.14	36.25	42.92

Conclusions based on this data:

1. Overall mathematics performance indicates that a significant portion of students are performing below standard, with particularly high needs in upper grades. While some areas of growth are evident, results show that many students continue to struggle with grade-level expectations, especially in multi-step problem solving and conceptual understanding.
2. Persistent achievement gaps remain for English Learners and Students with Disabilities, who are performing significantly below their peers. These disparities highlight the need for increased access to grade-level content through targeted scaffolds, intentional language supports, and strategic intervention aligned to identified skill gaps.
3. These results indicate a need to strengthen Tier 1 mathematics instruction through a balanced approach that maintains strong computational skills while deepening conceptual understanding. Emphasizing structured student discourse, academic vocabulary, and opportunities for students to explain their thinking will support problem solving and improve outcomes for all students, particularly those requiring additional support.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1417.1	1411.5	1446.2	1432.8	1426.4	1458.6	1379.9	1376.6	1416.6	45	54	31
1	1424.3	1444.4	1429.5	1450.5	1459.3	1457.4	1397.6	1428.9	1400.9	37	26	33
2	1480.1	1459.3	1474.3	1493.1	1471.2	1482.9	1466.6	1446.8	1465.2	39	39	24
3	1484.9	1483.5	1489.2	1489.3	1487.3	1492.3	1480.2	1479.4	1485.6	40	31	39
4	1500.4	1500.6	1496.0	1497.4	1510.4	1506.6	1502.9	1490.3	1485.0	32	33	26
5	1540.0	1513.0	1522.5	1535.6	1508.4	1543.4	1543.9	1517.2	1501.3	23	22	28
6	1522.2	1576.0	1545.9	1532.2	1604.1	1546.8	1511.8	1547.2	1544.4	13	11	25
All Grades										229	216	206

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.89	11.11	32.26	33.33	35.19	35.48	46.67	38.89	22.58	11.11	14.81	9.68	45	54	31
1	0.00	7.69	0.00	21.62	34.62	18.18	40.54	34.62	57.58	37.84	23.08	24.24	37	26	33
2	20.51	2.56	8.33	35.90	38.46	54.17	23.08	46.15	20.83	20.51	12.82	16.67	39	39	24
3	12.50	22.58	15.38	27.50	22.58	35.90	35.00	29.03	28.21	25.00	25.81	20.51	40	31	39
4	18.75	9.09	7.69	18.75	39.39	42.31	28.13	42.42	34.62	34.38	9.09	15.38	32	33	26
5	34.78	0.00	14.29	39.13	63.64	42.86	21.74	27.27	35.71	4.35	9.09	7.14	23	22	28
6	23.08	54.55	36.00	30.77	27.27	36.00	15.38	9.09	20.00	30.77	9.09	8.00	13	11	25
All Grades	14.85	11.57	16.02	29.26	37.04	36.89	32.75	36.11	32.04	23.14	15.28	15.05	229	216	206

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	14.81	41.94	44.44	37.04	35.48	33.33	37.04	16.13	11.11	11.11	6.45	45	54	31
1	13.51	23.08	24.24	40.54	53.85	36.36	29.73	11.54	27.27	16.22	11.54	12.12	37	26	33
2	41.03	17.95	41.67	28.21	51.28	33.33	25.64	20.51	12.50	5.13	10.26	12.50	39	39	24
3	32.50	29.03	35.90	42.50	32.26	35.90	12.50	25.81	17.95	12.50	12.90	10.26	40	31	39
4	21.88	36.36	26.92	25.00	54.55	53.85	37.50	6.06	15.38	15.63	3.03	3.85	32	33	26
5	43.48	27.27	57.14	43.48	63.64	39.29	8.70	4.55	3.57	4.35	4.55	0.00	23	22	28
6	53.85	72.73	44.00	7.69	18.18	40.00	23.08	0.00	12.00	15.38	9.09	4.00	13	11	25
All Grades	27.51	25.93	38.35	35.81	45.37	38.83	25.33	19.44	15.53	11.35	9.26	7.28	229	216	206

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.26	5.56	12.90	7.89	11.11	25.81	39.47	61.11	54.84	47.37	22.22	6.45	38	54	31
1	4.88	11.54	0.00	17.07	11.54	9.09	17.07	30.77	21.21	60.98	46.15	69.70	41	26	33
2	0.00	2.56	0.00	25.81	25.64	41.67	41.94	41.03	33.33	32.26	30.77	25.00	31	39	24
3	4.17	9.68	5.13	33.33	12.90	25.64	37.50	38.71	41.03	25.00	38.71	28.21	24	31	39
4	7.14	6.06	0.00	0.00	12.12	19.23	50.00	39.39	34.62	42.86	42.42	46.15	14	33	26
5	8.70	0.00	3.57	21.74	27.27	14.29	30.43	40.91	42.86	39.13	31.82	39.29	23	22	28
6	7.69	9.09	12.00	15.38	36.36	44.00	38.46	45.45	20.00	38.46	9.09	24.00	13	11	25
All Grades	9.61	6.02	4.85	18.34	17.13	24.76	31.88	44.44	35.92	40.17	32.41	34.47	229	216	206

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.78	18.52	32.26	71.11	66.67	58.06	11.11	14.81	9.68	45	54	31
1	37.84	34.62	39.39	48.65	50.00	51.52	13.51	15.38	9.09	37	26	33
2	33.33	28.21	45.83	64.10	61.54	37.50	2.56	10.26	16.67	39	39	24
3	12.50	25.81	26.32	65.00	45.16	52.63	22.50	29.03	21.05	40	31	38
4	21.88	24.24	19.23	50.00	63.64	65.38	28.13	12.12	15.38	32	33	26
5	26.09	0.00	14.29	69.57	77.27	75.00	4.35	22.73	10.71	23	22	28
6	15.38	63.64	16.00	69.23	27.27	68.00	15.38	9.09	16.00	13	11	25
All Grades	24.02	24.54	27.80	62.01	59.26	58.05	13.97	16.20	14.15	229	216	205

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.78	25.93	35.48	66.67	61.11	54.84	15.56	12.96	9.68	45	54	31
1	2.70	15.38	6.06	81.08	69.23	81.82	16.22	15.38	12.12	37	26	33
2	48.72	28.21	25.00	43.59	66.67	70.83	7.69	5.13	4.17	39	39	24
3	42.50	48.39	56.41	52.50	35.48	30.77	5.00	16.13	12.82	40	31	39
4	21.88	63.64	50.00	56.25	33.33	42.31	21.88	3.03	7.69	32	33	26
5	82.61	77.27	92.86	8.70	18.18	7.14	8.70	4.55	0.00	23	22	28
6	53.85	81.82	80.00	38.46	9.09	8.00	7.69	9.09	12.00	13	11	25
All Grades	34.06	42.13	48.54	53.71	48.15	42.72	12.23	9.72	8.74	229	216	206

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.67	5.56	9.68	80.00	70.37	80.65	13.33	24.07	9.68	45	54	31
1	2.70	19.23	0.00	24.32	38.46	12.12	72.97	42.31	87.88	37	26	33
2	23.08	2.56	4.17	43.59	64.10	62.50	33.33	33.33	33.33	39	39	24
3	7.50	0.00	0.00	32.50	35.48	43.59	60.00	64.52	56.41	40	31	39
4	12.50	0.00	0.00	21.88	45.45	36.00	65.63	54.55	64.00	32	33	25
5	26.09	0.00	3.57	52.17	59.09	46.43	21.74	40.91	50.00	23	22	28
6	0.00	9.09	12.00	23.08	54.55	48.00	76.92	36.36	40.00	13	11	25
All Grades	11.35	4.63	3.90	42.36	54.63	46.34	46.29	40.74	49.76	229	216	205

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.22	20.37	35.48	31.11	53.70	54.84	46.67	25.93	9.68	45	54	31
1	0.00	7.69	0.00	59.46	53.85	78.79	40.54	38.46	21.21	37	26	33
2	15.38	5.13	13.04	58.97	76.92	69.57	25.64	17.95	17.39	39	39	23
3	15.00	16.13	8.33	62.50	67.74	80.56	22.50	16.13	11.11	40	31	36
4	34.38	18.18	4.00	28.13	57.58	68.00	37.50	24.24	28.00	32	33	25
5	34.78	40.91	3.57	60.87	45.45	64.29	4.35	13.64	32.14	23	22	28
6	46.15	54.55	36.00	23.08	45.45	60.00	30.77	0.00	4.00	13	11	25
All Grades	20.52	18.98	13.93	48.03	59.26	68.66	31.44	21.76	17.41	229	216	201

Conclusions based on this data:

1. Across all grades, the percentage of students performing at Level 4 increased to 16.02%, up from 11.57% last year. The share of students at Level 3 remained relatively stable (36.89%), while Levels 1–2 declined slightly. This

indicates gradual movement of students into higher proficiency levels, though a majority of English Learners still remain below full proficiency.

2. Reading remains the most significant area of challenge, with 49.76% of students at the Beginning level schoolwide. Writing also remains a concern, with 17.41% at Beginning and a majority of students in the developing range. These results indicate continued need for structured literacy development, academic vocabulary instruction, and integrated language supports across content areas.
3. Early grades show the highest concentrations of students at lower proficiency levels. In Grade 1, 87.88% of students are at the Beginning level in Reading, and 78.79% are at Beginning in Writing. Kindergarten also shows elevated Beginning levels across domains. These patterns suggest that foundational language acquisition and early literacy supports remain critical priorities, particularly in the primary grades.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
772	81.5%	28.6%	1%
Total Number of Students enrolled in Ramon S. Tafoya Elementary School.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	221	28.6%
Foster Youth	8	1%
Homeless	18	2.3%
Socioeconomically Disadvantaged	629	81.5%
Students with Disabilities	107	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	3.2%
American Indian	3	0.4%
Asian	154	19.9%
Filipino	4	0.5%
Hispanic	415	53.8%
Two or More Races	43	5.6%
Pacific Islander	10	1.3%
White	73	9.5%

Conclusions based on this data:

1. Hispanic students comprise 53.8% (415 students) of total enrollment, remaining the largest student group. While still the majority, this reflects a gradual decline compared to prior years. At the same time, the student body continues to diversify, with growth in several other racial and ethnic groups.
2. The Asian student population has grown to 19.9% (154 students), continuing a steady upward trend. Students identifying as Two or More Races now represent 5.6% (43 students) of enrollment. In contrast, the White student population has declined to 9.5% (73 students). These shifts reflect increasing demographic diversity across the school community.
3. A large majority of students — 81.5% (629 students) — are identified as socioeconomically disadvantaged. Additionally, 28.6% (221 students) are English Learners, and 13.9% (107 students) are Students with Disabilities. These figures underscore the continued need for comprehensive academic supports, language development services, and equitable access to interventions and enrichment opportunities.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts, Mathematics, and English Learner Progress are all rated Orange on the California School Dashboard, indicating that academic achievement remains a primary area of need. These ratings reflect ongoing challenges in literacy, mathematics proficiency, and language development, particularly for English Learners and Students with Disabilities. Strengthening Tier 1 instruction, expanding targeted interventions, and scaling inclusive instructional practices remain essential priorities.

2. The Dashboard shows ongoing concerns in academic engagement and school conditions. Chronic absenteeism remains a significant factor affecting consistent access to instruction and student outcomes. Given the high percentage of socioeconomically disadvantaged students, attendance barriers may be influenced by external factors such as transportation, health, and family responsibilities. Strengthening attendance systems, early outreach, and tiered re-engagement supports will be critical.
3. The Suspension Rate is rated Orange, indicating improvement in school climate and behavioral supports compared to prior years but continued room for growth. PBIS implementation, structured supervision, and behavioral interventions are contributing to safer learning environments. However, Students with Disabilities and English Learners continue to experience disproportionate academic and engagement challenges. Addressing these gaps will require coordinated academic supports, inclusive practices, and aligned intervention systems.

School and Student Performance Data

Academic Performance English Language Arts

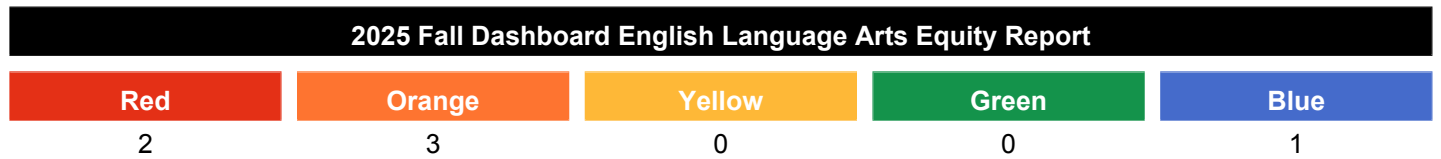
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 47 points below standard Declined 5.6 points 418 Students	English Learners  Red 77 points below standard Declined 8.8 points 156 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 58.2 points below standard Declined 8.4 points 344 Students

Students with Disabilities  Red 124.5 points below standard Declined 21.8 points 71 Students	African American  No Performance Color 64.3 points below standard Declined 21.2 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 23.9 points below standard Declined 7.3 points 72 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 67.1 points below standard Declined 13.5 points 254 Students
Two or More Races  No Performance Color 35.3 points below standard Increased 11 points 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Blue 19.2 points above standard Increased 32.9 points 39 Students

Conclusions based on this data:

1. Students with Disabilities scored 124.5 points below standard, representing the lowest-performing subgroup and a decline of 21.8 points from the prior year. This group remains substantially below all students and requires intensified academic supports, structured literacy intervention, inclusive instructional practices, and coordinated service delivery to improve outcomes.
2. White students performed above standard (19.2 points above, increased 32.9 points), while Asian students performed closer to standard (23.9 points below). In contrast, Hispanic students (67.1 points below) and Socioeconomically Disadvantaged students (58.2 points below) remain significantly below standard, with both groups declining compared to last year. These wide gaps highlight persistent inequities in literacy achievement and the need for differentiated Tier 1 instruction, targeted scaffolds, and expanded intervention.
3. English Learners scored 77.0 points below standard, declining 8.8 points from the prior year. Although progress toward proficiency remains a long-term goal, current results indicate the need for strengthened designated and integrated English Language Development, academic language instruction, and aligned literacy supports to accelerate EL achievement and close gaps.

School and Student Performance Data

Academic Performance Mathematics

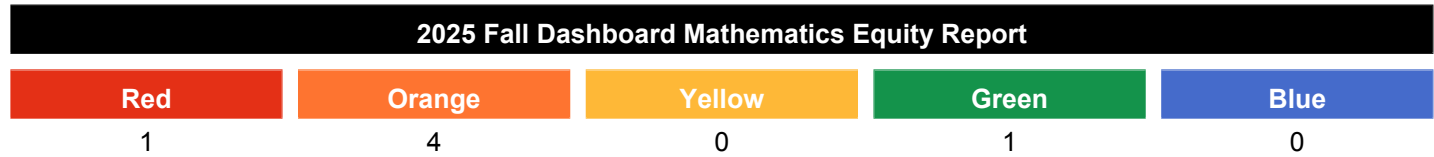
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 72.4 points below standard Declined 10.7 points 418 Students	English Learners  Orange 91.6 points below standard Maintained 2.4 points 157 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 84.4 points below standard Declined 10.6 points 344 Students

Students with Disabilities  Red 145.7 points below standard Declined 31.5 points 71 Students	African American  No Performance Color 101.9 points below standard Declined 20.5 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 35.7 points below standard Declined 8.2 points 72 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 93.6 points below standard Declined 15.9 points 254 Students
Two or More Races  No Performance Color 57.2 points below standard Declined 15.7 points 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green 18.3 points below standard Increased 12.4 points 39 Students

Conclusions based on this data:

1. All Students scored 72.4 points below standard, declining 10.7 points from the prior year. Students with Disabilities experienced the greatest challenges, scoring 145.7 points below standard with a decline of 31.5 points, representing the lowest-performing subgroup. English Learners (91.6 points below) and Hispanic students (93.6 points below) also remain substantially below standard. These results indicate the need for strengthened Tier 1 instruction, targeted intervention, inclusive practices, and coordinated academic supports.
2. White students performed closest to standard (18.3 points below, increased 12.4 points), and Asian students performed comparatively stronger (35.7 points below). In contrast, Socioeconomically Disadvantaged students (84.4 points below) and Hispanic students (93.6 points below) remain significantly below standard, with both groups declining compared to last year. These gaps highlight inequities in mathematics achievement and reinforce the need for differentiated instruction, scaffolded supports, and expanded small-group intervention.
3. English Learners maintained their performance level (91.6 points below, maintained 2.4 points), indicating limited progress toward closing gaps. Given the language demands of mathematical reasoning and problem solving, strengthening academic language instruction, structured math discourse, visual supports, and integrated language development strategies will be essential to improve outcomes for English Learners and other struggling students.

School and Student Performance Data

Academic Performance Science

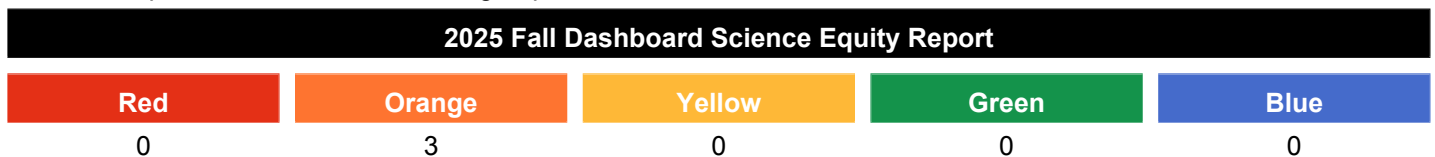
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Orange 43.1 science points Maintained -1.8 points 107 Students	English Learners Orange 38 science points Maintained -0.7 points 40 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged Orange 39.6 science points Declined 2.4 points 86 Students

Students with Disabilities  No Performance Color 29.3 science points Declined 2.6 points 19 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 47.8 science points Declined 3.3 points 22 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 38.5 science points Declined 2.2 points 61 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 55.5 science points Increased 6.3 points 12 Students

Conclusions based on this data:

- Overall science performance remains low, with the majority of students performing below standard. While results show relative stability across years, they indicate a continued need to strengthen core science instruction and ensure consistent access to grade-level standards for all students.
- Significant disparities persist among student groups, with English Learners, Socioeconomically Disadvantaged students, and Hispanic students performing well below their peers. These trends highlight the need for more equitable access to rigorous, grade-level science content, supported by appropriate scaffolds and targeted intervention.
- These results indicate a need to strengthen science instruction through increased access to grade-level content and language supports. Integrating science with literacy, particularly through structured student talk, academic vocabulary development, and inquiry-based learning, will support deeper understanding and help close achievement gaps across student groups.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
45 making progress.	making progress.
Number Students: 169 Students	Number Students: 8 Students

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.

2025 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
26.6%	28.4%	0%	45%

Conclusions based on this data:

- English Learner progress data indicates that a significant number of students are not yet meeting expected levels of English language proficiency, with particular areas of need in reading and writing. These results highlight the importance of strengthening early language development and ensuring consistent access to grade-level content across all classrooms.
- Long-term English Learners and students in upper grades continue to demonstrate slower progress toward proficiency, suggesting a need for more targeted and sustained support. These trends indicate the importance of aligning designated and integrated ELD, as well as providing intentional scaffolds that support both language development and access to rigorous academic content.
- These findings reinforce the need for consistent implementation of language-rich instructional practices across all content areas. Strategies such as GLAD, structured student discourse, and explicit academic vocabulary development will support English Learners in developing language proficiency while engaging in grade-level learning. Because a significant portion of students are English Learners, strengthening language development will benefit all students and improve overall academic outcomes.

School and Student Performance Data

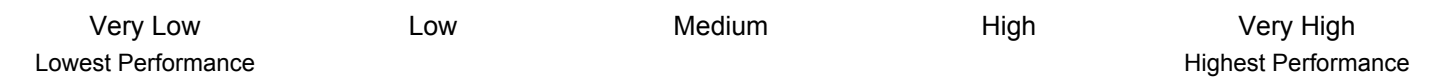
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- This data is not available for elementary students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

26.3% Chronically Absent

Increased 0.6

811 Students

English Learners



Orange

22.7% Chronically Absent

Declined 1.7

233 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Homeless



No Performance Color

50% Chronically Absent

0

20 Students

Socioeconomically Disadvantaged



Red

29.9% Chronically Absent

Increased 0.6

663 Students

Students with Disabilities  Red 29.2% Chronically Absent Increased 2.2 137 Students	African American  No Performance Color 53.1% Chronically Absent Increased 19.8 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 14.8% Chronically Absent Declined 4.4 155 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Red 28.4% Chronically Absent Increased 2.3 443 Students
Two or More Races  Orange 27.6% Chronically Absent Declined 3.7 87 Students	Pacific Islander  No Performance Color 9.1% Chronically Absent Declined 21.7 11 Students	White  Red 26.3% Chronically Absent Increased 1.3 76 Students

Conclusions based on this data:

1. Chronic absenteeism affects 26.3% of all students, representing an increase of 0.6 percentage points from the prior year. More than one in four students missed 10% or more of the school year, indicating that consistent access to instruction remains a major challenge. Strengthening early outreach, family communication, and tiered attendance supports remains essential.
2. Chronic absenteeism remains elevated among key student groups. 29.9% of socioeconomically disadvantaged students and 29.2% of students with disabilities were chronically absent, with both groups increasing compared to last year. These subgroups represent the highest enrollment populations and face compounding barriers to consistent attendance. Targeted attendance plans, coordinated Wellness Team supports, and individualized outreach will be critical to improving outcomes.
3. Some student groups showed improvement, including English Learners (22.7%, declined 1.7 points), Asian students (14.8%, declined 4.4 points), and Students of Two or More Races (27.6%, declined 3.7 points). However, several groups experienced increases, including Hispanic students (28.4%, increased 2.3 points), White students (26.3%, increased 1.3 points), and African American students (53.1%, increased 19.8 points). These patterns indicate uneven progress and reinforce the need for subgroup-specific attendance strategies.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

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

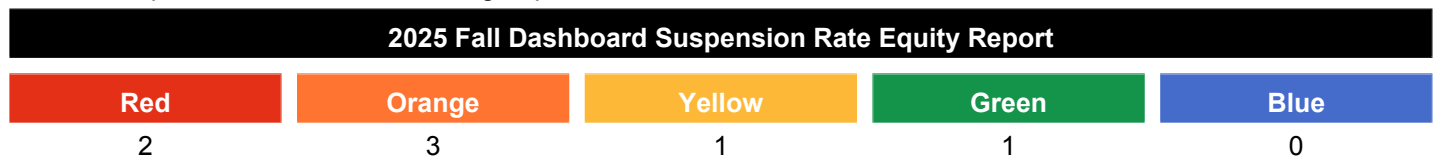
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.1% suspended at least one day Increased 1.7% 835 Students	English Learners  Red 3.7% suspended at least one day Increased 2.6% 242 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Homeless  No Performance Color 4.3% suspended at least one day Increased 4.3% 23 Students	Socioeconomically Disadvantaged  Orange 3.7% suspended at least one day Increased 2% 676 Students

Students with Disabilities  Orange 3.6% suspended at least one day Maintained -0.2% 140 Students	African American  No Performance Color 9.4% suspended at least one day Increased 5% 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Green 0.6% suspended at least one day Maintained -0.1% 158 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Red 4% suspended at least one day Increased 2.5% 453 Students
Two or More Races  Yellow 2.2% suspended at least one day Maintained -0.2% 90 Students	Pacific Islander  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	White  Orange 2.4% suspended at least one day Increased 1.3% 84 Students

Conclusions based on this data:

1. Suspension rates have increased compared to the previous year, indicating a need to strengthen schoolwide systems that support positive student behavior. While efforts to improve school climate are underway, these results suggest that greater consistency in expectations and responses is needed across classrooms and settings.
2. Disproportionate suspension rates among specific student groups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students, highlight ongoing equity concerns. These patterns indicate a need to ensure that all students have access to consistent, supportive behavior systems and that interventions are implemented in a culturally responsive and preventative manner.
3. These trends underscore the importance of strengthening Tier 1 and Tier 2 supports, including consistent implementation of PBIS, active supervision during unstructured times, and increased opportunities for student connection and engagement. Expanding proactive supports such as structured recess options, student leadership opportunities, and targeted interventions will help reduce behavioral incidents and improve overall school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A review of local data, student opportunities, and stakeholder input indicates a need to further develop learning environments that promote the skills and competencies outlined in the graduate profile, including critical thinking, communication, creativity, and real-world application.

While students are demonstrating growth in core academic areas, opportunities to engage in intellectually rich and culturally relevant learning experiences are not yet consistent across all classrooms. In particular, there is a need to strengthen a school-wide culture of reading to promote independent learning, build background knowledge, and amplify student voice.

Access to Visual and Performing Arts (VAPA) has expanded significantly this year, increasing student engagement and opportunities for creative expression. The next step is to more intentionally integrate the arts into core subject areas, using arts-based strategies to deepen understanding, support diverse learners, and strengthen connections across disciplines.

Additionally, there is an opportunity to better prepare students for future success by integrating real-world skills such as financial literacy and practical decision-making into the instructional program.

Overall, these findings highlight the need to expand and intentionally connect engaging, culturally relevant learning experiences that foster student agency, creativity, and readiness for college, career, and life.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Diagnostic – Reading Comprehension	2023–24 Approximately 38% of students scored at or above early grade level in reading comprehension (i-Ready, Spring 2025), combining both literature and informational text. 2024–25 Approximately 39% of students scored at or above early grade level in reading comprehension (i-Ready, Spring	By Spring 2026–2027, at least 40% of students overall will perform at or above grade level in reading comprehension.

	2025), combining both literature and informational text. 2025-26 In Spring 2025–2026, approximately 33% of students were performing at or above grade level in reading comprehension, based on an average of literature and informational text measures.	
Number of Pathway Awards for Music Program	2025-2026 (Baseline): 22% of all 5th and 6th graders participate in band and/or strings: 15% of 5th graders (18/117) participate in Band. 7% of 6th graders (8/113) participate in Band. 11% of 5th graders (13/117) participate in Strings. 11% of 6th graders (12/113) participate in Strings. In addition, all 4th grade students (102 students) participated in recorder this year. Twenty-two 6th grade students will receive a Pathway Award in Music this year.	At least 60% of 5th graders participating in Band or Strings this year will continue to participate as 6th graders, complete music pathway milestones, and receive recognition for participation in band and/or strings.
Student Perception of Engagement and Relevance of Learning (CHKS & site-based survey)	CHKS data from the past four years show gradual improvement in several areas of student engagement at Tafoya. School connectedness was reported at 66 percent in 2022–23, 65 percent in 2023–24, 68 percent in 2024–25, and increased again to 69 percent in 2025–26. Academic motivation rose from 72 percent in 2022–23 to 73 percent in 2023–24, 75 percent in 2024–25, and 79 percent in 2025–26. Meaningful participation also increased over time, from 35 percent in 2022–23 to 36 percent in 2023–24, 37 percent in 2024–25, and 44 percent in 2025–26. At the same time, school boredom increased from 47 percent in 2024–25 to 57 percent in 2025–26, suggesting that while students feel more connected, motivated, and involved, engagement and relevance of learning remain important areas of focus.	At least 75% of students will report high levels of academic motivation, at least 72% will report a strong sense of school connectedness, and at least 50% will report meaningful participation in their learning, as measured by CHKS and site-based surveys. Additionally, the percentage of students reporting high levels of boredom will decrease by at least 5 percentage points.
Reading Engagement and Comprehension – Accelerated Reader (Reading Practice Quiz Data)	Baseline (2025-26): Accelerated Reader data from 2025–2026 indicate that while students are participating in reading practice, overall comprehension levels remain an area of need. Across grades 1–6, average percent correct on reading practice quizzes ranges from approximately 63% to 75%, with a significant	Increase average percent correct on reading practice quizzes and reduce the percentage of students scoring below 85% accuracy across grade levels. Students will demonstrate improved reading comprehension through increased quiz accuracy, supported by structured reading practices, targeted support, and

	proportion of students scoring below the 85% benchmark for strong comprehension. In most grade levels, 75–91% of students scored below 85% accuracy, indicating a need to strengthen reading comprehension and ensure students are successfully engaging with appropriately leveled texts.	alignment with schoolwide literacy and writing initiatives.
Participation in College and Career Readiness Activities (grades 4–6)	23-24 & 24-25: Teachers continued to showcase college and careers weekly and wear college gear on Tuesdays. Instead of showcasing individual classes, we added college and career showcases to our "Weekly News" segments so every student from TK to 6th grade had the opportunity to listen and learn about opportunities.	100% of 4th–6th grade students participate in at least one college or career readiness activity; at least 25% of families attend College Pathways Night
Financial Literacy Lessons	Baseline (2025-26): Sixth grade teachers report that financial literacy lessons have been planned and implemented at a rate of approximately two lessons per month, exceeding expected outcome. Teacher feedback indicates lessons are relevant and engaging for all students.	100% of students in grades 4-6 receive at least three financial literacy lessons

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	NURTURING A CULTURE OF READING Tafoya Elementary remains committed to fostering a lifelong love of reading and improving student literacy outcomes. Strategy 1.1 continues to focus on cultivating a school-wide culture that values reading through student choice, motivation, and structured reading engagement. To promote consistent and engaging reading experiences, Tafoya Elementary will continue implementing Accelerated Reader in grades 1–6, providing individualized reading goals, progress monitoring, and opportunities for students to read at their level and interest. To strengthen a schoolwide culture of reading, the school will allocate funds for classroom and schoolwide celebrations tied to participation, growth, and goal attainment, including recognition events, small rewards, and public acknowledgment to build motivation and reinforce positive reading habits. To further extend and sustain student motivation, the school will continue utilizing and maintaining its book vending machine, with book tokens used as incentives to recognize positive behavior and academic effort. The Little Free Library on campus will remain an additional access point for students and families to obtain books outside of regular	Strategy 1.1 will serve all students in grades 1–6 by promoting reading engagement, fluency, and comprehension through schoolwide programs and classroom-based supports. This strategy ensures that all students have access to high-interest reading materials, structured opportunities to read, and positive reading experiences that reinforce a love of literacy. Students to be served include: Students reading below grade level will benefit from increased time spent reading texts at their instructional level, along with opportunities for goal-setting, monitoring progress, and recognition through	6463 Title I Part A: Basic Grants Low-Income and Neglected Accelerated Reader Grades 1-6; Book Club staff timesheet 1600.01 Site Discretionary Accelerated Reader celebrations and Book Club 809.50 Supplemental/Concentration Accelerated Reader celebrations

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	school hours. In addition, the school will implement school-wide and reading races throughout the year, beyond the annual Lions and Elks reading contest, to promote participation and friendly competition. We also plan to work with our PTA to implement a Read-a-Thon during Read Across America week, where older students read aloud to younger students, and vice versa ("Reading Buddies"). Together, these efforts support a consistent and joyful culture of reading across the school. A critical component of this work is the leadership of the school's library technician, who plays a central role in building and sustaining a culture of reading on campus. The library technician leads the after-school Book Club, creating engaging opportunities for students to read, discuss, and think critically about texts. She also actively gathers student input through surveys and informal feedback to guide the selection of new library books, ensuring that the collection reflects student interests, identities, and experiences. The 2025-2026 SPSA and budget provided \$3000 for ninety-four new library books based on student choices, and this spring, our Book Fair raised over \$6000, which our library technician will use to purchase culturally relevant titles. This intentional focus on student identity and voice helps increase engagement and ensures that all students can see themselves as readers. This strategy supports literacy development and a positive academic identity for all learners by maintaining a strong focus on student motivation, access to engaging texts, and school-wide reading initiatives. It complements Tier 1 instruction and ensures that students not only learn to read, but also develop a lasting enjoyment of reading.	Accelerated Reader and schoolwide reading initiatives. English learners will benefit from regular access to accessible, high-interest, and culturally relevant texts that support vocabulary development, language acquisition, and reading comprehension, as well as opportunities for discussion and structured engagement around texts. Students with disabilities will benefit from differentiated supports, structured reading opportunities, and scaffolded access to texts through programs such as Accelerated Reader and Book Club, allowing them to engage meaningfully with reading. Socioeconomically disadvantaged students, who may have limited access to books at home, will benefit from continued access to the school library, classroom libraries, the Little Free Library, and school-based reading incentives that increase access to books beyond the school day. Students who are reluctant or disengaged readers will benefit from increased choice, engaging reading opportunities, and participation in schoolwide reading events, including reading races and other motivational activities designed to build confidence and interest.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		This strategy ensures that all students have the opportunity to grow as readers and develop positive associations with reading both in and out of the classroom by maintaining a literacy-rich environment with consistent encouragement, access, and meaningful recognition.	
1.2	SCHOOL ENGAGEMENT THROUGH VAPA Tafoya Elementary continues to prioritize access to the arts as an essential component of student engagement, creativity, and overall school connectedness. Strategy 1.2 focuses on sustaining and expanding visual and performing arts (VAPA) programming to ensure that all students have regular opportunities to explore artistic expression, build confidence, and engage meaningfully in school. For the 2026–2027 school year, Tafoya will continue to expand VAPA access by collaborating with four other district schools to pool resources and fund a rotating team of VAPA teachers. This model allows students to receive instruction from multiple specialists, including two visual arts teachers (one specializing in ceramics, with plans to utilize the school’s kiln once it is fully operational), a theater teacher, and a primary music teacher. Music instruction for upper grades will continue to be provided through existing general fund support. These specialists will provide hands-on, standards-aligned instruction across grade levels, integrating the arts with academic content and supporting the development of collaboration, communication, and critical thinking skills. In addition to stand-alone arts instruction, Tafoya will also prioritize the intentional integration of the arts into core academic areas. Teachers will be supported in embedding visual arts, music, movement, and dramatic expression into literacy, mathematics, science, and social studies instruction to deepen understanding, strengthen student engagement, and provide multiple ways for students to demonstrate learning. This integrated approach supports the development of collaboration, communication, creativity, and critical thinking skills across content areas. In addition to daytime instruction, the school will continue to offer after-school arts enrichment opportunities, including music clubs and a theater	Strategy 1.2 will serve all students in grades TK–6 by providing equitable access to high-quality visual and performing arts instruction during the school day and through after-school enrichment opportunities. This strategy is designed to increase student engagement, connection to school, and access to creative learning experiences. Students to be served include: All students will benefit from regular access to VAPA instruction, ensuring that every student has opportunities to participate in music, visual arts, theater, and other creative experiences as part of the core instructional program. English learners will benefit from VAPA as a language-rich environment that supports vocabulary development, comprehension, and expressive communication through visual, auditory, and kinesthetic modalities. Students with disabilities will benefit from inclusive, hands-on	121,511 Arts and Music in Schools Staffing, library books, and materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	club. These programs extend learning beyond the school day, provide additional opportunities for student expression and performance, and further strengthen student engagement and connection to school. The strategy also includes continued investment in equipment and supplies to ensure students have access to high-quality materials. This includes art supplies, performance materials, and resources to support visual and performing arts instruction. As the school's ceramics program expands, additional materials and equipment will support hands-on learning experiences in this area. We will also purchase new VAPA books for the library to strengthen arts integration, support instruction across grade levels, and provide students with greater exposure to visual and performing arts concepts through reading and research. By embedding arts instruction into the regular school day and extending opportunities through after-school programs, this strategy ensures equitable access to VAPA experiences for all students. Expanded arts programming has contributed to increased student engagement and a stronger sense of belonging on campus, which supports improved attendance, participation, and overall academic success.	learning experiences that provide multiple entry points for participation, allowing them to access and demonstrate learning in ways that may differ from traditional academic settings. Socioeconomically disadvantaged students, who may have limited access to arts opportunities outside of school, will benefit from both in-school VAPA instruction and after-school arts programs, ensuring equitable access to enrichment experiences. Students who are disengaged or struggle with traditional academic tasks will benefit from increased opportunities to connect to school through creative expression, performance, and collaborative learning experiences. This strategy supports a positive school climate by increasing student engagement and sense of belonging, as reflected in improved student perception data. By ensuring equitable access to the arts, Tafoya continues to support the development of the whole child while strengthening connections between students and their school community.	
1.3	COLLEGE AND CAREER READINESS Tafoya Elementary continues to prioritize helping students develop awareness of future opportunities and pathways. Strategy 1.3 focuses on building college and career awareness from an early age through schoolwide events, classroom instruction,	Strategy 1.3 will serve all students in grades TK–6 by providing opportunities to explore college and career pathways and develop real-world skills through schoolwide events,	2,000 Title I Part A: Basic Grants Low-Income and Neglected Financial Literacy lesson planning

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and targeted experiences that connect academic learning to real-world applications. This strategy includes continued implementation of the annual College and Career Week, during which students participate in classroom activities, guest speaker visits, virtual experiences, and presentations highlighting a variety of college and career options. These activities are designed to be engaging and developmentally appropriate, exposing students to a wide range of possibilities and encouraging curiosity about their future. In addition, financial literacy instruction will be expanded in the 2026–2027 school year. Building on the work initiated in sixth grade during 2025–2026, teachers in grades 4 and 5 will collaborate to develop and implement financial literacy lessons that are integrated into the curriculum. These lessons will focus on foundational concepts such as saving, budgeting, and responsible decision-making, while also supporting reading, writing, and discussion. This work provides students with meaningful opportunities to apply academic skills in real-world contexts and supports long-term goal setting. College and career content will also continue to be integrated into school-wide communication and classroom routines, including the Weekly News, college and career research projects, and other instructional activities, to reinforce key concepts throughout the year. These efforts are designed to build student motivation, strengthen connections between learning and future goals, and support increased engagement in school.	classroom instruction, and integrated learning experiences. This strategy is designed to increase student motivation, relevance of learning, and long-term goal setting. Students to be served include: All students will benefit from exposure to college and career pathways through schoolwide events, classroom activities, and ongoing integration of future-focused content, helping them build awareness and make connections between their learning and future opportunities. English learners will benefit from language-rich experiences that include discussions, presentations, and vocabulary related to college and career pathways, supporting both language development and comprehension of future opportunities. Students with disabilities will benefit from structured, accessible experiences that provide multiple entry points for engagement, allowing them to explore interests and strengths while building confidence in their future potential. Socioeconomically disadvantaged students, who may have limited exposure to college and career pathways outside of school, will benefit from increased access to information, role models, and experiences that expand their understanding of possible futures.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		Upper grade students (Grades 4–6) will benefit from expanded financial literacy instruction, which provides practical, real-world applications of academic skills and supports the development of goal-setting, decision-making, and future planning. Students who are disengaged or lack connection to school will benefit from opportunities to see the relevance of their learning, increasing motivation and helping them develop a stronger sense of purpose. This strategy supports equitable access to college and career awareness and helps all students begin to envision their future, reinforcing the connection between current academic effort and long-term success.	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–26 school year, Tafoya focused on strengthening student achievement through increased attention to student engagement, literacy development, and alignment of instructional practices. Efforts were centered on building stronger Tier 1 instruction, expanding access to enrichment opportunities, and increasing the relevance of learning for students.

In English Language Arts, the school made meaningful progress in building a culture of reading. The after-school Book Club continued to be highly popular, with strong student interest and participation. Accelerated Reader was implemented schoolwide to promote reading engagement, goal-setting, and accountability. Students demonstrated increased participation in reading activities, and reading incentives and celebrations helped reinforce positive reading habits. Mid-year i-Ready data indicate that 74.5% of students improved their ELA scores from the prior year, exceeding district averages. However, despite this growth, a significant number of students remain below grade level, particularly in the primary grades and among English Learners and Students with Disabilities. Foundational literacy gaps continue to impact overall comprehension and writing development.

The school also strengthened systems for academic intervention and data use. PLC teams utilized data tracking tools to monitor student progress and identify trends, allowing for more targeted support. Intervention opportunities were provided for students performing below grade level, and staff began to shift from isolated supports to more aligned, data-informed instructional practices. These efforts contributed to increased stability in student performance and fewer students falling into the most intensive academic risk categories.

Visual and Performing Arts (VAPA) programming expanded significantly during the 2025–26 school year. Through collaboration with other district schools and the use of state funding, Tafoya was able to provide regular arts instruction across grade levels, including visual arts, theater, and primary music. Additional after-school opportunities, such as music and theater clubs, further increased student access to the arts. This expansion has contributed to improved student engagement and a stronger sense of belonging, as reflected in student feedback and survey data.

Efforts to increase college and career awareness continued through schoolwide activities, including College and Career Week, classroom discussions, and integration of future-focused content into the Weekly News. In addition, sixth grade teachers began developing financial literacy lessons to help students connect academic learning to real-world applications. While students are beginning to demonstrate increased awareness of future pathways, there remains a need for more consistent and structured opportunities across grade levels.

Student and staff feedback continues to highlight the importance of engagement and relevance in instruction. While improvements in attendance, behavior, and overall school climate indicate that students are more connected to school, academic data show that increased engagement must be paired with continued focus on rigorous, aligned instruction. English Learners and Students with Disabilities, in particular, require more consistent access to grade-level content with appropriate supports.

Overall, the 2025–26 strategies under Goal 1 were effective in improving student engagement, strengthening school climate, and increasing stability in academic performance. Systems such as PLC data cycles, expanded VAPA programming, and schoolwide reading initiatives are contributing positively to student outcomes. At the same time, significant work remains in closing achievement gaps and accelerating literacy growth. Moving forward, the school will build on this progress by strengthening foundational literacy instruction, expanding writing and language development across content areas, and continuing to increase the relevance and rigor of instruction for all students.

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

For the 2025–26 academic year, implementation of Goal 1 largely aligned with the intended strategies and budgeted expenditures, with only minor adjustments based on staffing, timing, and program development.

One significant shift was in the implementation of expanded VAPA programming. While the SPSA identified a need to increase access to the arts, the final model differed from the original concept. Instead of hiring site-based VAPA staff, Tafoya collaborated with four other district schools to pool resources and fund a rotating team of VAPA teachers. This approach allowed the school to provide a broader range of arts instruction, including visual arts, theater, and primary music, while maximizing available funding. As a result, VAPA funds were fully utilized, though the delivery model differed from the initial plan. Additionally, some components of the visual arts program, such as ceramics, were initiated but not fully implemented due to timing and readiness of equipment, including the school kiln.

College and career readiness activities were implemented as planned, including College and Career Week, integration of future-focused content into the Weekly News, and classroom-based discussions. However, no additional funds were expended to support College and Career Week, as activities were implemented using existing resources and staff capacity. As a result, funds originally allocated for this purpose were not utilized and have been removed from the 2026–2027 budget. In addition, the expansion of financial literacy instruction occurred more gradually than originally anticipated. While sixth grade teachers began developing and piloting lessons, full implementation across upper grades is planned for 2026–2027, with additional time and resources allocated for curriculum development.

Reading engagement strategies, including Accelerated Reader, Book Club, and schoolwide incentives, were implemented as intended and, in some cases, expanded beyond the original scope based on strong student interest and participation. Similarly, after-school enrichment opportunities, including arts-based clubs, were added to increase student engagement and access.

Overall, the core strategies under Goal 1 were implemented with fidelity, and budgeted funds were used to support key priorities. Adjustments were made to improve efficiency, respond to student needs, and maximize available resources. These refinements have strengthened program implementation and will inform continued improvements in the 2026–2027 SPSA.

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.

Based on the analysis of 2025–26 implementation and outcomes, refinements have been made to Goal 1 in the 2026–2027 SPSA to strengthen literacy development, increase student engagement, and ensure alignment between strategies, outcomes, and available resources.

First, Strategy 1.1 has been refined to reflect the continued implementation of schoolwide reading initiatives. Accelerated Reader has been implemented in grades 1–6 to promote reading engagement, goal-setting, and accountability. In addition, the after-school Book Club and schoolwide reading incentives, including reading races, will continue to be expanded to increase student motivation and participation. Foundational literacy remains an area of focus, particularly in the primary grades, in response to i-Ready data showing that a significant number of students remain below grade level.

Second, Strategy 1.2 has been updated to reflect the successful expansion of visual and performing arts (VAPA) programming during the 2025–26 school year. Rather than a site-based model, Tafoya implemented a collaborative approach by pooling resources with other district schools to fund a rotating team of VAPA teachers. This model will continue in 2026–2027 and has been formalized in the SPSA, along with continued investment in materials and after-school arts opportunities.

Third, Strategy 1.3 has been refined to focus on sustainability and impact. While college and career awareness activities will continue, previously allocated funds for College and Career Week have been removed, as the program was successfully implemented without additional expenditures. At the same time, financial literacy has been elevated as a key component of this strategy. Building on initial lesson development in sixth grade, financial literacy instruction will expand to include both fifth and sixth grades, with dedicated time and resources for teacher collaboration and curriculum development.

In addition, metrics associated with Goal 1 have been refined to better align with available data and areas of identified need. Greater emphasis will be placed on i-Ready diagnostic data, reading engagement, and subgroup performance, particularly for English Learners and Students with Disabilities. Metrics related to student engagement and relevance will continue to support a more comprehensive understanding of student experience and outcomes.

Overall, the annual outcomes for Goal 1 remain focused on improving English Language Arts and mathematics achievement while incorporating a stronger emphasis on engagement, relevance, and real-world application. All changes to Goal 1 strategies, metrics, and expected outcomes are reflected in the 2026–2027 SPSA under Goal 1, Strategies 1.1 through 1.3, and in the corresponding metrics and budget sections.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A review of the 2025 California School Dashboard, California Healthy Kids Survey (CHKS), and local data sources, including i-Ready diagnostics and site-based assessments, highlights key areas at Tafoya Elementary requiring continued and targeted support. While the school has made meaningful progress in school climate, safety, and academic growth, persistent gaps remain in academic achievement, early literacy, attendance, and behavioral outcomes—particularly for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

Academic Achievement and Early Literacy

Dashboard and local assessment data indicate that English Language Arts (ELA) remains an area of need. While students are demonstrating growth, a significant number continue to perform below grade level, particularly in the primary grades. i-Ready data show that many students in grades K–2 are not yet meeting foundational reading benchmarks, with ongoing needs in phonological awareness, phonics, and early comprehension skills.

In response to new California requirements for universal early literacy screening, the school is strengthening its focus on early identification and intervention. Heggerty phonological awareness instruction has been implemented across TK–2 to provide consistent, evidence-based support in foundational literacy skills. However, a need remains to further develop structured, data-driven intervention systems following screening to ensure students receive timely and targeted support based on identified needs.

In mathematics, overall performance has improved, with Dashboard results previously in the yellow performance band and local data showing continued growth. However, a substantial number of students remain below grade level, particularly in foundational skills and problem-solving. These trends reinforce the need for continued focus on strong Tier 1 instruction, aligned intervention, and opportunities for hands-on, conceptually rich learning experiences.

Chronic Absenteeism

Mid-year data shows that chronic absenteeism rates have improved and are trending in a positive direction since the 2024-25 school year. However, rates remain elevated for key student groups, particularly Students with Disabilities and socioeconomically disadvantaged students. Absenteeism in the early grades remains a concern, as missed instructional time directly impacts the development of foundational literacy and numeracy skills. Continued efforts are needed to strengthen attendance systems, family communication, and early intervention for students at risk of chronic absenteeism.

Social-Emotional Well-Being and Student Safety

School climate and safety data reflect significant improvement. California Healthy Kids Survey results show increased perceptions of safety, stronger relationships with caring adults, and a substantial decrease in reports of physical aggression and bullying behaviors. These improvements reflect the impact of strengthened PBIS systems, increased supervision, and expanded social-emotional supports. Despite this progress, disparities remain. Students with Disabilities continue to experience disproportionately high suspension rates, indicating a need for more consistent implementation of Tier 2 and Tier 3 behavioral supports, particularly within inclusive classroom settings. Additionally, while overall student connectedness and participation have improved, survey data indicate that student engagement and meaningful participation continue to be areas for growth.

Student Engagement and School Experience

Student and staff perception data indicate that while school climate has improved, student engagement remains an ongoing need. California Healthy Kids Survey results show increases in meaningful participation; however, reports of boredom have also increased, suggesting that students are seeking more engaging, relevant, and interactive learning experiences. Students have expressed a desire for more hands-on learning, increased opportunities for collaboration, and greater access to enrichment such as arts, clubs, and leadership opportunities. Staff similarly identified the need to strengthen instructional practices that promote active engagement, including structured student talk, interdisciplinary learning, and the use of Guided Language Acquisition Design (GLAD) strategies to support language development and access for all learners. At the March SSC meeting, a parent raised concerns about potential overuse of Chromebooks and the need to balance screen time with hands-on and collaborative learning experiences. In response, our plan reflects balanced instructional practices that include direct instruction, collaborative learning, and appropriate use of technology.

Conclusion

Overall, Tafoya Elementary is demonstrating positive momentum across multiple areas, including school climate, safety, and academic growth. However, the data clearly indicate the need to deepen instructional practices, strengthen early literacy systems, and ensure that interventions are timely, targeted, and aligned with student needs. Particular attention will be given to addressing persistent gaps for English Learners, Students with Disabilities, and other student groups. By strengthening Tier 1 instruction, refining intervention systems, and increasing student engagement, the school will continue to build a more equitable and effective learning environment for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Diagnostic – Percentage of students who reach growth targets on iReady in Reading and Math	2025-26 Students who met Typical Growth in Reading: 53% Students who met Stretch Growth in Reading: 23% Students who met Typical Growth in Math: 35% Students who met Stretch Growth in Math: 10%	Increase typical growth percentage to 60% in Reading and 50% in Math.
California School Dashboard – ELA (English Language Arts)	CAASPP ELA results from 2023–2025 indicate ongoing performance challenges and persistent achievement gaps among student groups. In 2025, 32.50% of students met or exceeded standards, while 46.36% did not meet standards, reflecting an increase in students performing below standard compared to the prior year. Significant disparities exist among student groups. English Learners and Students with Disabilities perform well below the overall student group, with substantially lower rates of students meeting or exceeding standards and a higher concentration in the “Not Met” category, indicating a pronounced and persistent achievement gap. Performance also varies by grade level, with Grade 3 at 60.58% not meeting standards, highlighting foundational literacy needs. Writing remains the lowest-performing domain, with only 9.09% of students above standard and 42.05% below standard, reinforcing the need for consistent, school-wide writing instruction and structured academic language development, particularly for English Learners.	Increase the percentage of students meeting or exceeding standards from 32.50% to at least 37–40%, and reduce the percentage of students not meeting standards from 46.36% to below 40%. English Learners and Students with Disabilities will demonstrate accelerated growth exceeding that of the overall student group, resulting in a measurable reduction in achievement gaps, as evidenced by increased rates of students meeting or exceeding standards. Writing outcomes will improve across all student groups, with targeted gains for English Learners, through full implementation of the schoolwide writing framework, integration of GLAD strategies, and consistent use of structured student talk across content areas.
California School Dashboard – Math	CAASPP Mathematics results from 2023–2025 indicate overall improvement trends, but continued performance below standard and persistent achievement gaps among student groups. While overall performance has improved into the Yellow range, a significant percentage of students continue to perform below standard. English Learners and Students with Disabilities remain disproportionately represented in the “Not Met” category	Increase the percentage of students meeting or exceeding standards by 3–5 percentage points, while reducing the percentage of students not meeting standards. English Learners and Students with Disabilities will demonstrate accelerated growth exceeding that of the overall student group, resulting in a measurable reduction in achievement gaps.

	and perform well below the overall student group, indicating substantial and ongoing achievement gaps. In particular, English Learners have demonstrated negative growth in prior years and continue to require targeted support in mathematical reasoning, problem solving, and academic language development. These data indicate a need for continued focus on conceptual understanding, structured student discourse, and targeted intervention to ensure all students—especially English Learners and Students with Disabilities—can access grade-level mathematics content.	Improvement will be supported through increased opportunities for structured mathematical discourse, integration of GLAD strategies, and targeted interventions identified through PLC data analysis.
California School Dashboard – Chronic Absenteeism (All Students)	2022–23 Performance Level: Yellow Chronic Absenteeism Rate: 32.8% Change from 2021–22: Decreased by 9.7% Notable Subgroups: Students with Disabilities: Orange (40.5%) Socioeconomically Disadvantaged: Yellow (36.7%) English Learners: Yellow (35.8%) Hispanic: Yellow (37.1%) White: Orange (29.8%) Asian: Red (23.7%) 2023–24 Performance Level: Yellow Chronic Absenteeism Rate: 25.6% Change from 2022–23: Decreased by 7.2% Notable Subgroups: Students with Disabilities: Orange (27%) Socioeconomically Disadvantaged: Yellow (29.3%) English Learners: Yellow (24.4%) Hispanic: Yellow (26.1%) White: Orange (25%) Asian: Yellow (19.3%) Two or More Races: Red (31.3%) 2024–25 Performance Level: Red Chronic Absenteeism Rate: 26.3% Change from 2023–24: Increased by 0.6% Notable Subgroups: Students with Disabilities: Red (29.2%) Socioeconomically Disadvantaged: Red (29.9%) English Learners: Orange (22.7%) Hispanic: Red (28.4%) White: Red (26.3%)	Percentage of students meeting attendance expectations (chronic absenteeism rate): Reduce chronic absenteeism to 20% Notable trends: Increased use of independent study to mitigate absences and maintain continuity of learning Improved family communication and follow-up through site-based SART processes Continued focus on early intervention and consistent monitoring of attendance data Sustained improvement in overall attendance rates, with a continued decrease in chronically absent students and stronger systems in place to support student engagement and daily attendance

	Asian: Yellow (14.8%) Two or More Races: Orange (27.6%)	
California School Dashboard – Suspension Rate (All Students)	2022–23 Performance Level: Yellow Suspension Rate: 3.4% of students suspended at least one day Change from 2021–22: Decreased by 2.1% Notable Subgroups: Students with Disabilities: Red (9.6%, increased slightly) Asian: Orange (2.9%, increased) English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White: Yellow (all decreased) 2023–24 Performance Level: Green Suspension Rate: 1.5% of students suspended at least one day Change from 2022–23: Decreased by 1.9% Notable Subgroups: Students with Disabilities: Yellow (3.8%) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Two or More Races, White: Green (all improved or maintained low rates) 2024-25 Performance Level: Orange Suspension Rate: 3.1% of students suspended at least one day Change from 2023–24: Increased by 1.7% Notable Subgroups: Hispanic Students: Red (4%) English Learners: Red (3.7%) Asian: Green (.6%) Students with Disabilities: Orange (3.7%)	Performance Level: Yellow (with progress toward Green) Suspension Rate: Decrease to 2.0–2.5% of students suspended at least one day Change from 2024–25: Decrease of approximately 0.6–1.1% Notable Subgroups: Hispanic Students: Decrease from Red to Orange or below English Learners: Decrease from Red to Orange or below Students with Disabilities: Decrease from Orange toward Yellow All student groups: Continued reduction in suspension rates through consistent implementation of PBIS, student leadership programs, and structured supervision during unstructured times
California Healthy Kids Survey – Student Perception of Safety and School Connectedness	2023–24 63 of 125 5th grade students completed CHKS (53% participation). 65% of students reported feeling connected to school. 68% reported feeling safe at school. 2024–25 CHKS completed by 95 of 131 5th graders (72% participation). 68% of students reported feeling connected to school. 71% reported feeling safe at school 2025–26 CHKS completed by 70 of 115 5th graders (61% participation).	Increase to 85% of students reporting feeling safe or very safe

	69% of students reported feeling connected to school. 78% reported feeling safe at school	
SEL Screener The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring.	2025-26 Fall - 13.22% Concern; 16.95% Possible Concern; 69.83% No Concern Spring - 10.42% Concern; 13.39% Possible Concern; 76.19% No Concern Concern: -2.8 difference between fall and spring Possible Concern: -3.56 difference between fall and spring No Concern: +6.36 difference between fall and spring	Increase to 80% of students not having a concerning level of internalized behavior in the spring
California Healthy Kids Survey – Prevalence of Bullying	2023–24 46% of 5th grade students reported being bullied at school in the past 12 months 2024–25 43% of 5th grade students reported being bullied at school in the past 12 months 2025–26 33% of 5th grade students reported being bullied at school in the past 12 months, meeting our expected outcome for this year	Decrease reported incidents by at least 10 percentage points
Student Perception of Relevance and Engagement in Learning (CHKS & site-based survey)	Academic motivation rose from 72 percent in 2022–23 to 73 percent in 2023–24 and 75 percent in 2024–25. Meaningful participation increased slightly over time, from 35 percent in 2022–23 to 36 percent in 2023–24 and 37 percent in 2024–25. However, in the most recent year, 47 percent of students said they felt bored at school most or all of the time, suggesting that student engagement remains an important area of focus.	At least 60% of students agree that classroom learning is interesting, relevant, and connected to their lives
Staff Perception of Professional Development Relevance and Quality (site-based survey)	2024–25: Site survey data and staff meeting feedback reflect limited satisfaction; only 34% strongly agree that PD is responsive to their needs. 2025-26: Site survey data and staff meeting feedback reflect increasing satisfaction; 51% strongly agree that PD is responsive to their needs. This increase reflects our shift toward site-based and teacher-led PD models.	At least 60% of teachers report that professional development is relevant, engaging, and supports their classroom practice
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5	2023-24: Self Evaluation for Professional Learning Community (PLC) Implementation was given in April 2024 (26 respondents).	Tafoya will improve their Self Evaluation score by at least 0.5 as measured by the Self Evaluation for Professional Learning Community

signifying initial implementation, and 10 signifying full implementation	Average score from 17 questions on a scale of 1-10: 7.70 24-25: Self Evaluation for Professional Learning Community (PLC) Implementation was given in April 2025 (22 respondents). Average score from 17 questions on a scale of 1-10: 8.16 25-26: Self Evaluation for Professional Learning Community (PLC) Implementation was given in April 2025 (23 respondents). Average score from 17 questions on a scale of 1-10: 8.34	(PLC) Implementation given in April of 2027.
Percent of parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school. *Adjusted metric CHKS	2025-26 (a) Percentage of parents who strongly agree that the school encourages me to be an active partner: 45% (b) Percentage of parents who strongly agree that the school promotes parent involvement: 44% (c) Percentage of parents who strongly agree that parents feel welcome to participate at this school: 47%	Increase to 50% the percentage of parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	STRATEGY 2.1: SOCIAL AND EMOTIONAL INTERVENTIONS To continue strengthening student well-being, behavior, and school climate, Tafoya Elementary will sustain and refine a comprehensive system of social-emotional and wellness supports in the 2026–2027 school year. Strategy 2.1 focuses on maintaining a safe, inclusive, and supportive environment for all students, with particular attention to students who require additional behavioral, emotional, or social support. Recent data reflect meaningful progress in school climate and safety. California Healthy Kids Survey (CHKS) results show improvements across multiple indicators, including increased feelings of safety, stronger relationships with caring adults, and a significant reduction in reports of physical aggression and bullying behaviors. These gains reflect the impact of strengthened PBIS systems, increased supervision, and expanded social-emotional supports across the campus. Despite this progress, areas of need remain. Students with Disabilities continue to experience disproportionately high suspension rates, indicating	Strategy 2.1 will serve all students at Tafoya Elementary by promoting a safe, inclusive, and supportive school environment that fosters positive behavior, strong relationships, and social-emotional well-being. This strategy is designed to benefit all students while providing additional, structured support for those with the greatest behavioral, social-emotional, and wellness needs. Students who will be served include: Students with disabilities, who may require additional behavioral supports, structured environments, and coordinated Tier 2 and Tier 3 interventions	2,400 Title I Part A: Basic Grants Low-Income and Neglected PBIS Management System 19,957.5 Supplemental/Concentration Hawk Hangout staffing, Noon Duty training, PBIS Teacher Rewards 2600 Site Discretionary PBIS Scholastic Books (rewards), PBIS materials & supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	a need for more consistent and proactive Tier 2 and Tier 3 behavioral supports within inclusive classroom settings. Additionally, while student connectedness and participation have improved, data indicate a continued need to strengthen student behavior, peer interactions, and opportunities for meaningful engagement during unstructured times such as recess. To address these needs, the school will continue to fund additional noon duty supervision and provide ongoing training for noon duty staff to ensure consistent expectations, active supervision, and positive student interactions across campus. The Hawk Hangout will continue to be staffed during lunch and recess as a structured, supportive alternative space for students who need assistance with emotional regulation, peer interaction, or sensory needs. To further support a safe learning environment, we will have a secure, fully enclosed campus with controlled access points and updated gates. A well-maintained and clearly defined campus will contribute to students' sense of safety, promote positive behavior, and foster school pride and connectedness. Tafoya will continue implementation of the Second Step Bullying Prevention Unit to provide explicit instruction in recognizing, preventing, and responding to bullying. This instruction will be reinforced through classroom practices, PBIS expectations, and schoolwide messaging. The school will further strengthen its PBIS framework to ensure consistent, equitable implementation of behavior expectations and supports. This includes funding for a PBIS teacher leader, ongoing professional development focused on behavior and classroom management, and systems to recognize and reinforce positive student behavior. Emphasis will be placed on proactive strategies, relationship-building, and consistent adult responses to behavior. In addition, Tafoya will continue to refine and strengthen its Wellness system to provide more structured, data-driven support for students requiring Tier 2 and Tier 3 interventions. The Wellness Team will utilize a standardized referral process that includes documented interventions, parent communication, and clearly defined goals. Meetings will be organized to differentiate between Tier 2 and Tier 3 supports, allowing for more focused problem-solving and progress monitoring. Data will be used consistently to track student needs, monitor intervention effectiveness, and ensure timely follow-up with teachers and families.	to support regulation, access to instruction, and positive peer interactions. Students experiencing social-emotional or behavioral challenges, including those referred to the Wellness Team for targeted support, goal setting, and progress monitoring. Students who have experienced peer conflict, bullying, or difficulty with social interactions, who will benefit from explicit instruction through the Second Step Bullying Prevention Unit and reinforced PBIS expectations. Students requiring Tier 2 and Tier 3 supports, including those who may benefit from counseling services, check-in/check-out systems, behavior intervention plans, or structured environments such as the Hawk Hangout. Socioeconomically disadvantaged students and students experiencing trauma or instability, who may require additional social-emotional supports, relationship-building, and access to a safe and predictable school environment. English Learners, who may benefit from structured social interactions, clear behavioral expectations, and language-supported instruction in social-emotional learning.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	This system is designed to improve coordination across general education, special education, counseling, and support staff, ensuring that students receive comprehensive and aligned support. Through these coordinated efforts, Strategy 2.1 aims to sustain improvements in school climate, reduce behavioral incidents and suspension disparities, and ensure that all students—particularly those with the greatest needs—are supported through an integrated system of social-emotional, behavioral, and wellness supports.	All students will benefit from increased supervision, consistent schoolwide expectations, positive behavior reinforcement, and access to a coordinated system of wellness, behavioral, and social-emotional supports. This strategy ensures that all students—particularly those with the greatest needs—are supported through an integrated system that promotes well-being, belonging, and readiness to learn.	
2.2	ACADEMIC INTERVENTION - SMALL GROUPS To accelerate academic growth and close achievement gaps, Tafoya Elementary will continue to strengthen its system of targeted academic interventions through small-group instruction in English Language Arts and Mathematics. This strategy focuses on providing timely, data-driven support aligned to student needs, with particular attention to students performing below grade level. Although students are demonstrating growth, current data indicate that a significant number of students remain below grade level, particularly in foundational literacy and mathematics. i-Ready results and site-based assessments show ongoing needs across grade levels, with the greatest gaps among English Learners, Students with Disabilities, and socioeconomically disadvantaged students. At the same time, site-based intervention data demonstrate that targeted small-group instruction is having a strong impact on accelerating student learning. Across grades K–3, intervention groups show substantial gains within a single trimester. For example, multiple 3rd grade students increased from 0–40% mastery to 83–100% in targeted math skill areas, while primary students made significant progress in foundational reading, with many advancing multiple SIPPS levels within one intervention cycle. This pattern continues in upper grades. In 4th grade, students receiving intervention demonstrated accelerated growth between i-Ready Diagnostic 1 and 2, with several students meeting or exceeding 100% of their annual typical growth and advancing an entire grade level in both reading and math. These results indicate that intervention services are not only	Strategy 2.2 will serve all students at Tafoya Elementary by strengthening access to grade-level content through targeted, data-driven academic support. While all students benefit from improved alignment between instruction and intervention, this strategy is designed to provide additional support for students who are not yet meeting grade-level expectations. Students who will be served include: Students performing below grade level in English Language Arts and/or Mathematics, including those identified through i-Ready diagnostics, classroom assessments, and early literacy screeners. Students in grades TK–2 who are identified through universal screening as at risk for reading difficulties, particularly in phonological awareness,	68,000 Title I Part A: Basic Grants Low-Income and Neglected Target-time intervention teachers, after-school intervention groups

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	supporting progress, but are helping students close gaps at an accelerated rate. In alignment with new California requirements for early literacy screening, the school will expand its focus on early identification and intervention in grades TK–2. Universal screening data will be used to identify students in need of additional support, and Heggerty phonological awareness instruction will be implemented consistently across TK–2 classrooms to strengthen foundational reading skills. Building on this work, the school will continue developing a more structured system of differentiated interventions to ensure that students receive targeted support based on specific skill needs. Tafoya will maintain two site-funded intervention teachers—one serving primary grades and one serving intermediate grades—who will provide targeted, small-group instruction during the school day. These interventions will be aligned to assessment data and coordinated with classroom instruction to ensure consistency and maximize impact. After-school intervention provided by classroom teachers will continue as an additional layer of support for students requiring extended learning time. Maintaining dedicated intervention staff remains a high-leverage investment, given the demonstrated impact on student growth. This strategy will be further strengthened through PLC collaboration, where teachers and intervention staff regularly analyze data, monitor student progress, and adjust instruction and interventions accordingly. Emphasis will be placed on aligning intervention with Tier 1 instruction, using evidence-based strategies, and ensuring that supports are both timely and responsive.	phonics, and early reading skills. English Learners, who may require additional language development support and scaffolded instruction to access grade-level content. Students with disabilities, who may need differentiated instruction, targeted intervention, and alignment between general education and specialized supports. Socioeconomically disadvantaged students, who may benefit from increased instructional time, structured intervention, and access to additional academic supports. Students requiring Tier 2 and Tier 3 interventions, including those significantly below grade level or in need of intensive, small-group instruction. All students will benefit from a more cohesive system of intervention that is aligned with Tier 1 instruction, informed by ongoing data analysis, and responsive to individual student needs. This strategy ensures that students receive timely, targeted support to build foundational skills, access rigorous instruction, and make meaningful academic progress.	
2.3	ACADEMIC INTERVENTIONS – SUPPLEMENTAL CURRICULUM AND ASSESSMENT TOOLS This strategy supports the implementation of high-quality academic intervention through the use of supplemental curriculum, digital platforms, and	Strategy 2.3 will serve all students at Tafoya Elementary by supporting access to high-quality instruction through the use of	21,073 Title I Part A: Basic Grants Low-Income and Neglected Scholastic, ESGI, postage, copies, paper

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	assessment tools that enable targeted instruction, differentiation, and ongoing progress monitoring. These resources are critical in ensuring that instruction is responsive to student needs and aligned with both Tier 1 and intervention systems. To address identified skill gaps, Tafoya Elementary will continue to utilize a range of supplemental tools to support both English Language Arts and mathematics. These include platforms such as i-Ready, Reflex/Frax, Renaissance Star, and ESGI, which provide adaptive practice and real-time data to inform instructional decisions. These tools support the development of foundational skills, including reading comprehension, vocabulary, fluency, number sense, and mathematical reasoning. In alignment with the school's increased focus on early literacy, assessment tools and supplemental resources will be used to support universal screening and ongoing progress monitoring in grades TK–2. Data from these tools will help identify students in need of additional support and guide the development of targeted interventions, particularly in foundational reading skills. To strengthen writing instruction, teachers will continue to incorporate structured writing practice across content areas, supported by available tools and resources, including the use of free or site-available tools such as WeWillWrite where appropriate. This work aligns with our ongoing development of a TK–6 writing framework and emphasizes building writing fluency, stamina, and confidence over time. The school will also maintain access to high-quality print resources, such as Scholastic magazines, which integrate literacy with science and social studies content. These materials support vocabulary development, background knowledge, and student engagement through meaningful, content-rich reading experiences. A key component of this strategy is the effective use of data. Teachers will use assessment results to form flexible groups, monitor student progress, and adjust instruction within both Tier 1 and intervention settings. Time and structures for collaboration—including PLCs, extra duty, and release time—will support staff in analyzing data and aligning instructional practices. The school will continue to prioritize equitable classroom environments through intentional class placement processes that consider student needs, ensuring balanced and supportive learning conditions for all students.	supplemental curriculum, assessment tools, and data-driven practices. While all students benefit from improved instructional alignment and progress monitoring, this strategy is designed to provide additional support for students who are not yet meeting grade-level expectations. Students who will be served include: Students performing below grade level in English Language Arts and/or Mathematics, who benefit from targeted practice, differentiated instruction, and ongoing progress monitoring through supplemental tools. Students in grades TK–2 who are identified through universal screening and ongoing assessment as at risk for reading difficulties, particularly in foundational literacy skills such as phonological awareness, phonics, and early comprehension. English Learners, who benefit from scaffolded instruction, vocabulary development, and access to language-rich content supported by supplemental resources. Students with disabilities, who may require differentiated materials, adaptive tools, and consistent progress monitoring to support access to grade-level standards.	17,310 Site Discretionary Office supplies, postage, copies, paper 19,800 Supplemental/Concentration Teacher supplies, copies, paper

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	By investing in these resources and systems, Tafoya aims to ensure that all students—particularly those performing below grade level—receive instruction that is targeted, engaging, and informed by meaningful data.	Socioeconomically disadvantaged students, who may benefit from increased access to academic resources, structured practice opportunities, and additional instructional support. All students will benefit from the use of data to inform instruction, monitor progress, and ensure that learning experiences are responsive, engaging, and aligned to individual needs. This strategy ensures that instructional decisions are grounded in meaningful data and that all students—particularly those with the greatest needs—have access to the tools and supports necessary for academic success.	
2.4	TEACHER COLLABORATION AND PROFESSIONAL SUPPORT To improve instructional effectiveness and ensure coordinated support for all students, Tafoya Elementary will provide structured opportunities for teacher collaboration, data analysis, and student support planning. This strategy focuses on creating the time and systems necessary for staff to work together to meet the academic, behavioral, and social-emotional needs of students. Effective collaboration is essential to the success of the school's instructional and intervention systems. Teachers, specialists, and support staff must have dedicated time to review student data, plan instruction, monitor progress, and coordinate supports across general education, special education, and intervention programs. This is especially critical for students requiring individualized support, including those participating in Individualized Education Programs (IEPs), Student Study Team (SST) processes, and 504 plans. To support this work, the school will fund roving substitute teachers to provide release time for staff to participate in IEP meetings, SST meetings, 504 meetings, and collaborative planning. This ensures	Strategy 2.4 will serve all students at Tafoya Elementary by strengthening the effectiveness of instruction and support systems through increased teacher collaboration and coordinated planning. While this strategy focuses on adult actions, the ultimate impact is improved outcomes for all students through more aligned, data-driven instruction and intervention. Students who will be served include: Students with disabilities, who benefit from well-coordinated IEP implementation, collaboration between general education and special education staff,	12,000 Title I Part A: Basic Grants Low-Income and Neglected Roving subs, extra duty for staff 350 Supplemental/Concentration Extra duty for staff 1500 Site Discretionary Extra duty for Leadership

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	that teachers can fully engage in these processes without disrupting classroom instruction. In addition, the strategy includes extra duty funding to support assessment administration, data analysis, and teacher leadership. This includes time for teachers to review assessment results, collaborate within PLCs, and plan targeted instruction and interventions based on student needs. Teacher leadership will also be supported through additional collaboration time to facilitate site initiatives, including PLC alignment, implementation of instructional strategies such as GLAD, and coordination of intervention and wellness systems. By providing dedicated time and resources for collaboration, this strategy ensures that instructional decisions are data-driven, supports are coordinated, and all students—particularly those with the greatest needs—receive consistent and effective support across settings.	and consistent progress monitoring. Students requiring additional academic or behavioral support, including those discussed in SST and 504 processes, who benefit from timely, collaborative problem-solving and targeted interventions. English Learners, who benefit from coordinated instructional planning, language supports, and alignment of strategies such as GLAD across classrooms. Students performing below grade level, who benefit from teachers collaboratively analyzing data, planning targeted instruction, and aligning intervention supports. Socioeconomically disadvantaged students and other student groups who may require additional support, who benefit from consistent, schoolwide systems of instruction and intervention. All students will benefit from improved instructional coherence, stronger alignment across classrooms, and more effective use of data to guide teaching and support. This strategy ensures that collaboration among staff leads to more consistent, equitable, and effective support for all students.gaps and ensure that all students, especially those from historically underserved populations, receive	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		high-quality, targeted instruction that allows them to make meaningful academic gains.	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–26 school year, Tafoya Elementary implemented a comprehensive system of academic, behavioral, and wellness supports designed to address student needs through aligned instruction, targeted intervention, and schoolwide systems of support. These efforts were carried out across classrooms, intervention settings, and campus-wide structures, with a focus on improving both student outcomes and overall school climate.

On the academic side, the school continued to strengthen its Professional Learning Community (PLC) structures, with dedicated time for teachers to collaborate, analyze data, and align instruction. Teachers used i-Ready and other assessment data to identify student needs, form intervention groups, and adjust instruction. Intervention systems were supported through two site-funded intervention teachers, who provided targeted small-group instruction in both ELA and mathematics. After-school intervention also remained an important support for students requiring additional time and practice.

Local assessment data indicate that students are making progress, particularly in mathematics; however, a significant number of students continue to perform below grade level, especially in English Language Arts and in the primary grades. These findings highlight the need for a stronger, more systematic approach to early literacy. In response, the school began strengthening its focus on foundational reading skills and is preparing to implement more structured early literacy screening and intervention systems in alignment with new state requirements.

On the social-emotional and behavioral side, Tafoya strengthened its PBIS framework and supervision systems, resulting in measurable improvements in school climate and student safety. California Healthy Kids Survey (CHKS) data show increased student perceptions of safety (72% to 78%), stronger relationships with caring adults (65% to 71%), and a significant decrease in reports of physical aggression (42% to 16%). Staff data also reflect a substantial reduction in concerns related to bullying and improved perceptions of student behavior and school climate. These outcomes reflect the impact of increased supervision, consistent expectations, and a continued focus on relationship-building.

At the same time, data indicate that student engagement remains an area of need. While meaningful participation increased, reports of student boredom also rose, suggesting that continued work is needed to increase instructional relevance, active learning, and student voice.

The school also made progress in strengthening its Wellness system. The Wellness Team met regularly to review student needs, monitor progress, and coordinate supports across academic, behavioral, and social-emotional domains. Efforts to improve referral processes, documentation, and follow-up have increased the effectiveness of Tier 2 and Tier 3 supports. In addition, the Hawk Hangout continued to serve as an effective Tier 2 support, providing students with a structured space for regulation, support, and positive interaction during unstructured times.

Overall, the strategies and activities under Goal 2 were implemented with fidelity and have contributed to positive outcomes in school climate, safety, and collaboration among staff. However, continued attention is needed to strengthen early literacy systems, refine intervention structures, and increase student engagement and instructional relevance. The systems developed during the 2025–26 school year provide a strong foundation for continued improvement and more targeted, data-driven support in 2026–2027.

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

While most strategies and expenditures under Goal 2 were implemented as intended, some adjustments were made in response to site needs and available funding sources.

One key difference involved supervision and student safety supports. While the SPSA allocated funds for extended noon duty coverage, these additional hours were ultimately funded through the general fund. This allowed the school to redirect SPSA funds to expand after-school academic intervention, increasing access for students who require additional instructional support in English Language Arts and mathematics. This shift strengthened the school's ability to address persistent academic gaps while still maintaining adequate supervision and support for student safety.

Additionally, while the SPSA outlined general academic intervention supports, the school placed a stronger emphasis on early literacy in response to emerging data and new state requirements for K–2 reading screening. As a result, site funds were used to purchase Heggerty instructional materials for grades 1 and 2 (with kindergarten already equipped), representing a shift toward more structured phonological awareness instruction. This investment was not explicitly detailed in the original plan but directly supports Goal 2 priorities related to early intervention and foundational skill development.

Overall, these adjustments reflect intentional decision-making to maximize available resources and respond to evolving student needs. All changes remained aligned with the core purpose of Goal 2: strengthening academic, behavioral, and wellness systems to ensure that all students are supported.

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.

Based on this analysis, several refinements have been made to Goal 2 to strengthen alignment between identified needs, strategies, and measurable outcomes.

First, Strategy 2.1 has been expanded to reflect a more comprehensive and structured Wellness system. This includes clearer processes for referrals, progress monitoring, and coordination of Tier 2 and Tier 3 supports, as well as continued investment in PBIS, supervision, and social-emotional interventions. These updates are reflected in the revised language for Strategy 2.1 and in the corresponding expenditure section.

Second, Strategy 2.2 has been refined to emphasize a more systematic approach to academic intervention, including stronger alignment between classroom instruction, small-group support, and after-school intervention. Greater attention is given to using assessment data to identify student needs and monitor progress over time.

A significant addition to Goal 2 is an increased focus on early literacy. In response to both local data and new state requirements for K–2 reading screening, the plan now includes expanded use of phonological awareness instruction (Heggerty) and the development of structured, data-driven intervention systems following screening. These changes are embedded within Strategy 2.2 and reflected in the associated actions and expenditures.

Strategy 2.3 has been updated to reflect current resource allocations. Funding for WeWillWrite will be discontinued, with teachers utilizing the free version of the platform as appropriate. Class Creator has also been removed due to concerns about equitable class composition. The strategy now places greater emphasis on the use of assessment tools and supplemental resources that directly support instruction and intervention.

Strategy 2.4 has been clarified to highlight the importance of teacher collaboration in supporting student outcomes. This includes funding for roving substitutes to support IEPs, SSTs, and 504 meetings, as well as extra duty for assessments and instructional leadership. These updates are reflected in the Strategy 2.4 description and budget section.

In addition, metrics under Goal 2 have been refined to better capture the effectiveness of intervention systems, student progress following screening, and improvements in school climate and student well-being. These updates can be found in the revised metrics section for Goal 2.

Overall, these changes strengthen the coherence of Goal 2 by ensuring that strategies, expenditures, and metrics are tightly aligned to student needs. All updates are reflected in the 2026–27 SPSA under Goal 2, Strategies 2.1 through 2.4, and in the corresponding metrics and budget sections.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A review of the California School Dashboard, local assessment data, and input from educational partners indicates a continued need to improve student achievement in English Language Arts (ELA) and mathematics, particularly for English Learners, students with disabilities, and socioeconomically disadvantaged students.

While the school has made progress in key areas—including improved school climate, increased student engagement through expanded enrichment opportunities, and gains in mathematics—persistent gaps remain in ELA achievement. Local data, including i-Ready diagnostics, show that many students, particularly in the primary grades, continue to perform below grade level in reading. These trends highlight the need for a stronger, more systematic approach to foundational literacy, including early screening, targeted intervention, and consistent instructional practices.

Chronic absenteeism, while improving, continues to impact student learning and disproportionately affects vulnerable student groups. In addition, student and staff feedback indicate that while engagement has increased in some areas, there is still a need to strengthen the relevance and rigor of instruction and ensure that all students feel connected to their learning.

Educational partner input—including feedback from staff, families, and the Youth Advisory Council—also points to the importance of consistent support systems across school and home, as well as the need for instructional strategies that promote active engagement, language development, and access to grade-level content.

To address these needs, Tafoya will continue to focus on strengthening core instruction through structured student talk, GLAD strategies, and increased alignment across classrooms, while also expanding early literacy systems, intervention supports, and opportunities for meaningful student engagement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard – ELA Academic Performance for English Learners	2022–23 English Learners Performance Level: Orange Distance from Standard (DFS): 71.3 points below standard Change from previous year: Increased by 4.2 points Reclassified English Learners DFS: 7.7 points above standard Change from last year: Increased by 19.6 points 2023–24 English Learners Performance Level: Yellow Distance from Standard (DFS): 68.2 points below standard Change from previous year: Increased by 3.1 points Reclassified English Learners DFS: 15.4 points below standard Change from last year: Decreased by 23.1 points 2024–25 English Learners Performance Level: Red Distance from Standard (DFS): 77 points below standard Change from previous year: Declined by 8.8 points Reclassified English Learners DFS: 11.8 points below standard Change from last year: Increased by 3.6 points	English Learners Performance Level: Orange (with progress toward Yellow) Distance from Standard (DFS): Reduce to approximately 68–72 points below standard Change from previous year: Increase by 5–10 points Reclassified English Learners DFS: Improve to within 0–5 points below standard or at/above standard Change from last year: Increase by 8–15 points
California School Dashboard – Math Academic Performance for English Learners	2022–23 English Learners Performance Level: Red Distance from Standard (DFS): 103.4 points below standard Change from previous year: Decreased by 12.1 points Reclassified English Learners DFS: 38.7 points below standard Change from last year: Increased by 10.8 points 2023–24 English Learners Performance Level: Yellow Distance from Standard (DFS): 94.0 points below standard Change from previous year: Increased by 9.4 points Reclassified English Learners DFS: 30.5 points below standard Change from last year: Increased by 8.2 points	English Learners Performance Level: Orange (with progress toward Yellow) Distance from Standard (DFS): Reduce to approximately 65–70 points below standard Change from previous year: Increase by 7–12 points Reclassified English Learners DFS: Improve to within 0–5 points below standard or at/above standard Change from last year: Increase by 5–10 points

	2024–25 English Learners Performance Level: Red Distance from Standard (DFS): 77 points below standard Change from previous year: Decreased by 8.8 points Reclassified English Learners DFS: 11.8 points below standard Change from last year: Increased by 3.6 points	
California Dashboard – English Learner Progress Indicator (ELPI)	2022–23 Performance Level: Low Percent making progress toward English proficiency: 45.6% Change from previous year: Increased by 3.4% Number of EL students: 163 2023–24 Performance Level: Medium Percent making progress toward English proficiency: 48.7% Change from previous year: Increased by 3.1% Number of EL students: 159 2024–25 Performance Level: Low Percent making progress toward English proficiency: 45% Change from previous year: Decreased by 3.7% Number of EL students: 188	Expected Outcome (2026–27): Increase to at least 50% progressing or maintaining, moving toward the Medium performance level
Reclassification Rate for all ELs	2022–23 Reclassified: 17 out of 226 students Reclassification Rate: 8% 2023–24 Reclassified: 37 out of 212 students Reclassification Rate: 17.5% 2024-25 Reclassified: 32 out of 188 students Reclassification Rate: 17.0%	Increase to 20% or higher; this will require reclassification of an additional 3-4 students
Reclassification Rate for LTEL Students	2022-23: 20 students are Long Term English Learners 3 At-Risk of becoming Long-Term English Learners 2023-24 27 students are Long Term English Learners 6 At-Risk of becoming Long-Term English Learners 2024-25 12 Long Term English Learners - 6.4% reclassification rate	We will decrease our Long Term English Learners and At-Risk of becoming Long Term English Learners by 10% each by working with EL specialists to create tiered student success plans for each student identified in these categories. We will reclassify 100% of LTEL students with an ELPAC level 4.

	4 At-Risk of becoming Long-Term English Learners - 2.1% reclassification rate	
School rating of EL (English Learner) Roadmap Principle 2 (Self-assessment should be conducted with staff and ELAC, and averaged)	2025-26 ELAC Rating: 3.43 Staff Rating: 3.25 Average: 3.34 The results reflect a need for more structure student discourse in classrooms, which we are continuing to address in this year's SPSA.	Increase the School rating of EL (English Learner) Roadmap Principle 2 to 3.5.
Percentage of English Learner students who meet or exceed annual typical growth in iReady reading and math	2023-24: (Based on 23-24 March Data) Students identified as English Learners who met their growth target in each area as measured by i-Ready diagnostic in March 2024. Kinder: 19% (ELA) and 17% (Math) First: 29% (ELA) and 30% (Math) Second: 45% (ELA) and 49% (Math) Third: 58% (ELA) and 36% (Math) Fourth: 35% (ELA) and 16% (Math) Fifth: 40% (ELA) and 52% (Math) Sixth: 71% (ELA) and 86%(Math) 2024-25: (Based on 24-25 March Data) Students identified as English Learners who met their growth target in each area as measured by i-Ready diagnostic in March 2025. Kinder: 8% (ELA) and 15% (Math) First: 30% (ELA) and 13% (Math) Second: 52% (ELA) and 43% (Math) Third: 58% (ELA) and 38% (Math) Fourth: 71% (ELA) and 33% (Math) Fifth: 38% (ELA) and 40% (Math) Sixth: 64% (ELA) and 64%(Math) 2025-26: (Based on 24-25 March Data) Students identified as English Learners who met their growth target in each area as measured by i-Ready diagnostic in March 2026. Kinder: 10% (ELA) and 10% (Math) First: 24% (ELA) and 19% (Math) Second: 44% (ELA) and 41% (Math) Third: 48% (ELA) and 36% (Math) Fourth: 59% (ELA) and 44% (Math) Fifth: 56% (ELA) and 48% (Math) Sixth: 42% (ELA) and 54% (Math)	Increase scores in both ELA and Math by 3-5% through Instructional Rounds, ELS Coaching, Professional Learning Community work, and implementation of Tier II strategies such as Universal Design for Learning and GLAD
Reclassify 100% of all Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassify 100% of all Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions	Baseline: 100%, since no one took the Alternate Summative ELPAC	Reclassify 100% of all Dually Identified SPED/EL students who have an Alternate Summative ELPAC level 3 as well as SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	PROFESSIONAL DEVELOPMENT FOR TEACHERS Tafoya Elementary will continue to invest in professional development that builds teacher capacity in language development, academic vocabulary, and integrated English Language Development (ELD) to improve outcomes for English Learners. Strategy 3.1 focuses on strengthening core instruction through research-based practices, structured collaboration, and alignment to the California English Learner Roadmap and district ELD priorities. In 2026–27, Tafoya will expand teacher participation in Guided Language Acquisition Design (GLAD) training. GLAD provides a research-based framework for supporting language development through visuals, structured student talk, and intentional scaffolding. Teachers will apply GLAD strategies across content areas to increase access to rigorous instruction for English Learners while supporting all students in developing academic language. Professional learning will be reinforced through ongoing site-based structures, including Professional Learning Communities (PLCs), Hawk Talks, and Peer Observation Days. These systems allow teachers to collaboratively plan, analyze student work, and observe effective strategies in action. A continued focus will be placed on structured student talk, ensuring that students regularly engage in meaningful academic conversations that build language, deepen understanding, and support access to grade-level content. To strengthen site leadership and sustain this work, the school will send the English Learner Specialist, a 5th grade teacher, and an RSP teacher to a PLC Institute during the summer. These staff members will support site implementation by leading collaboration, modeling effective practices, and helping to align instruction and intervention systems across grade levels. Release time will be provided to support peer observation, collaboration, and instructional planning. These opportunities will be intentionally aligned to schoolwide priorities and will emphasize the practical application of GLAD strategies, integrated ELD, and high-impact instructional practices. This strategy aims to accelerate English Learner progress in ELA and mathematics by strengthening	Strategy 3.1 will serve all students at Tafoya Elementary by strengthening the quality of Tier 1 instruction across classrooms. By building teacher capacity in language development, structured student talk, and integrated English Language Development (ELD), this strategy ensures that all students benefit from more accessible, engaging, and rigorous instruction. This strategy is designed to have the greatest impact on English Learners, who require explicit language development and increased opportunities for structured academic conversation to access grade-level content. Students with disabilities will also benefit from increased use of visuals, scaffolds, and differentiated instructional strategies that support both language and content learning. In addition, students who are performing below grade level in ELA and mathematics will benefit from clearer learning targets, improved instructional alignment, and increased opportunities to engage in meaningful academic discourse. All students will benefit from improved instructional practices, increased consistency across classrooms, and greater access to language-rich,	17,787 Title I Part A: Basic Grants Low-Income and Neglected GLAD, PLC at Work, Hawk Talks 810 Supplemental/Concentration Peer observations

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Tier 1 instruction and ensuring that language development is embedded across the curriculum. It also supports the school's broader goal of providing equitable, engaging, and rigorous learning experiences for all students.	standards-aligned instruction that promotes both academic achievement and student engagement.	
3.2	SUPPORT FOR EL PROGRAMS Tafoya Elementary will provide targeted support for English Learner (EL) programs through supplemental instructional materials, translation services, and resources that ensure equitable access to both academic content and school communication. This strategy focuses on strengthening designated and integrated English Language Development (ELD) by providing tools that support language development, comprehension, and family engagement. Supplemental curriculum and materials will be used to support English Learners in developing foundational language skills, academic vocabulary, and comprehension across content areas. These resources will be aligned with classroom instruction and used to reinforce both designated and integrated English Language Development (ELD). In addition, the school will continue to develop and refine a school-wide, aligned writing framework to support consistent expectations for writing across grade levels. This includes the creation and implementation of a shared sentence frame bank to support structured student talk and writing, particularly for English Learners. These efforts are closely aligned with the school's investment in Guided Language Acquisition Design (GLAD) strategies and emphasis on structured academic talk, ensuring that students have consistent opportunities to develop and use academic language across content areas. This work will be supported through ongoing Professional Learning Community (PLC) collaboration and site-based professional learning, including Hawk Talks and peer observations, where teachers share effective strategies for integrating language development into core instruction. Through these structures, staff will continue to build collective capacity to support English Learners through both designated and integrated English Language Development (ELD). In addition, funds will support translation and interpretation services to ensure that families of English Learners have meaningful access to school communication, meetings, and resources. This includes translation of school documents, conference support, and communication through platforms such as ParentSquare. Strengthening communication with families is essential to building partnerships that support student success.	Strategy 3.2 primarily serves English Learners at Tafoya Elementary by providing supplemental instructional materials and language supports that strengthen English language development and access to grade-level content. These supports are designed to help students build proficiency in listening, speaking, reading, and writing across all content areas. Families of English Learners will also be served through translation and interpretation services, ensuring they have meaningful access to school communication, meetings, and resources, and can actively participate in their child's education. While this strategy is targeted to English Learners, all students benefit from a more inclusive school environment where communication is clear, accessible, and supportive of diverse linguistic needs.	600 Title I Part A: Basic Grants Low-Income and Neglected Supplemental curriculum 250 Site Discretionary Translations

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	To further support and recognize student progress, the school will continue to hold site-based reclassification celebrations to honor students who meet criteria for reclassification as Fluent English Proficient (RFEP). These celebrations reinforce the importance of language development, build student motivation, and recognize the significant academic achievement of English Learners. This strategy ensures that English Learners have access to the instructional materials, language supports, and family connections necessary to fully participate in and benefit from the school's academic program.		
3.3	PARENT ENGAGEMENT Tafoya Elementary will strengthen family engagement, with a particular focus on increasing participation from families of English Learners. This strategy is designed to remove barriers to participation and create more welcoming, accessible opportunities for families to engage in their child's education and the school community. Efforts will include increasing outreach and participation in the English Learner Advisory Committee (ELAC), as well as encouraging attendance at school events, workshops, and meetings. The school will provide translation and interpretation services to ensure that families can fully access information and actively participate in discussions and decision-making processes. To create a more inclusive and welcoming environment, funds will be used to support parent hospitality, including food at meetings and events, as well as materials and supplies that support family engagement activities. Translated materials will be provided to ensure that all families receive clear and understandable communication. Through these efforts, Tafoya aims to build stronger partnerships with families, increase participation in ELAC and other school events, and support student success through meaningful home-school connections.	Strategy 3.3 primarily serves English Learners by strengthening partnerships between school and home, which are essential to student success. Increased family engagement supports improved attendance, academic progress, and overall student well-being. Families of English Learners are a key focus of this strategy and will benefit from increased access to school communication, meetings, and resources through translation, interpretation, and intentional outreach. All students benefit from increased family engagement, as stronger school-home connections contribute to a more supportive and connected school community.	1517 Title I Part A: Basic Grants Low-Income and Neglected Translations, interpreters 1395 Title I Part A: Parent Involvement Translations, materials, and supplies 400 Site Discretionary Hospitality, food

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–26 school year, Tafoya Elementary implemented a range of strategies to improve outcomes for English Learners by strengthening instructional practices, building teacher capacity, and increasing access to language supports. These efforts were aligned to the California English Learner Roadmap and focused on integrating language development across content areas.

A major area of growth was professional learning. The site expanded its focus on GLAD-aligned strategies through site-based professional development, Hawk Talks, and ongoing collaboration within Professional Learning Communities (PLCs). Teachers increasingly incorporated structured student talk, sentence frames, visuals, and other scaffolds to support language development. In addition, a cohort of teachers participated in GLAD training, further strengthening the school's capacity to implement integrated ELD practices across classrooms. EL specialists continued to play a key role by providing coaching, modeling lessons, and supporting teachers with planning, scaffolds, and ELPAC preparation.

English Learners also received targeted academic support through small-group instruction, intervention programs, and designated ELD. After-school ELPAC intervention and classroom-based supports helped students build language skills and access grade-level content. While some students demonstrated individual growth on local measures such as i-Ready, overall performance data indicate that English Learners continue to perform significantly below standard in both ELA and mathematics. These findings reinforce the need for stronger Tier 1 instruction and more consistent implementation of language development strategies across classrooms.

The school also continued to support English Learners through supplemental materials, translation services, and coordination of services across general education, intervention, and special education settings. Dually identified students were monitored through the intervention system and Wellness Team to ensure alignment of supports.

Despite these efforts, family engagement remains an area of need. While ELAC meetings were held regularly, participation was consistently low, limiting opportunities for broader input and engagement from families of English Learners. This highlights the need for more intentional outreach, improved accessibility, and stronger relationship-building with families.

Overall, implementation of Goal 3 strategies was consistent and contributed to increased teacher capacity and stronger instructional practices. However, the impact on student outcomes has been uneven, and significant achievement gaps remain for English Learners. Increased focus on early literacy, consistent implementation of integrated ELD, and stronger family engagement will be critical to improving outcomes moving forward.

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

Overall, the strategies and expenditures under Goal 3 were largely implemented as intended; however, some adjustments were made in response to timing, emerging needs, and site priorities.

One notable difference involved professional development. While the SPSA identified the need for expanded GLAD training, implementation occurred in phases rather than at full scale during the school year. Six teachers were trained in GLAD during the summer prior to the 2025–26 school year, establishing a strong foundation for implementation. During the school year, two additional teachers participated in formal GLAD training, while the broader staff engaged in site-based professional development led by EL specialists. These sessions focused on GLAD-aligned strategies, including structured student talk, scaffolds, and language development techniques. This phased approach allowed the school to build internal capacity while planning for continued expansion and deeper implementation in 2026–27.

Additionally, while the SPSA included general supports for English Learners, a more intentional focus on family engagement emerged during the year in response to low participation in ELAC and limited family involvement. As a result, a new strategy (Strategy 3.3: Parent Engagement) has been added for 2026–27. This includes targeted funding for translation services, parent hospitality, and materials to reduce barriers to participation and increase engagement among families of English Learners. These expenditures represent a shift toward more proactive outreach and partnership with families.

Overall, these adjustments reflect the school's responsiveness to both implementation realities and identified needs. While some components were implemented differently than originally planned, all adjustments remained aligned with the core purpose of Goal 3: improving outcomes for English Learners through strengthened instruction, support systems, and family engagement.

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.

Based on this analysis, several refinements have been made to Goal 3 to strengthen implementation, improve outcomes for English Learners, and address areas of need identified through data and educational partner input.

First, Strategy 3.1 has been expanded to reflect a more comprehensive and sustained approach to professional learning. Building on the foundation of six teachers trained in GLAD prior to the 2025–26 school year and two additional teachers trained during the year, the plan now emphasizes continued expansion of GLAD training, along with structured implementation through Professional Learning Communities (PLCs), Hawk Talks, and Peer Observation Days. Increased focus has also been placed on structured student talk and integrated ELD to ensure more consistent instructional practices across classrooms.

Second, Strategy 3.2 has been refined to better align supplemental materials and supports with instructional priorities. While continuing to provide resources that support language development and access to content, the strategy now emphasizes alignment with classroom instruction and effective use of data to guide support for English Learners.

A new strategy, Strategy 3.3: Parent Engagement, has been added in response to consistently low participation in ELAC and limited engagement from families of English Learners. This strategy includes targeted actions such as translation and interpretation services, parent hospitality, and materials to reduce barriers to participation and increase meaningful family involvement. This addition reflects a stronger commitment to building partnerships with families as a critical component of student success.

In addition, metrics under Goal 3 have been refined to better capture progress in English Learner outcomes, including measures related to English language proficiency, reclassification, instructional implementation, and family engagement. These updates are reflected in the revised metrics section for Goal 3.

Overall, these changes strengthen the coherence and impact of Goal 3 by ensuring that professional development, instructional supports, and family engagement efforts are aligned and responsive to student needs. All updates are reflected in the 2026–27 SPSA under Goal 3, Strategies 3.1 through 3.3, and in the corresponding metrics and budget sections.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A review of the California Healthy Kids Survey (CHKS), site-based data, and input from educational partners indicates a continued need to strengthen student safety, behavior, and engagement during unstructured times, particularly during recess.

Recent CHKS data show meaningful progress in school climate. Students report increased feelings of safety, stronger relationships with caring adults, and a decrease in physical aggression. These improvements reflect the impact of strengthened supervision, PBIS implementation, and structured supports such as the Hawk Hangout and Little Heroes program.

Despite these gains, ongoing challenges remain. Student survey data and input from the Youth Advisory Council indicate that peer conflict, teasing, and inconsistent behavior continue to occur, particularly during recess and other unstructured times. Students have also expressed a desire for more structured activities, opportunities for leadership, and increased adult presence to support positive interactions.

In addition, student engagement continues to be an area for growth. While students report improved opportunities for participation, many still indicate feelings of boredom and a lack of meaningful activities during recess. These findings highlight the need to expand structured, inclusive, and student-driven opportunities that promote positive behavior and engagement.

Budget constraints for the 2026–27 school year require adjustments to existing programs, including a reduction in the Little Heroes program. This creates a need to shift toward more sustainable systems that maintain a safe and supportive environment while increasing student ownership and leadership.

To address these needs, Tafoya will focus on strengthening supervision systems, expanding student leadership opportunities through the Youth Advisory Council, and increasing structured activities during recess. These efforts will support a safe, inclusive, and engaging environment where all students feel connected, supported, and actively involved in the school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Perception of Meaningful Participation (CHKS)	2023–2024	Increase to at least 50% of students reporting meaningful participation

	40% of 5th grade students agreed they had meaningful opportunities to participate 2024–2025 37% of 5th grade students agreed they had meaningful opportunities to participate 2025-2026 44% of 5th grade students agreed they had meaningful opportunities to participate	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2023-2024: 90% of 3rd- to 6th-graders provided input on school-created surveys 2024-2025: 256 (77%) 4th- to 6th-graders provided input on school-created surveys 2025-2026: 163 (54%) 4th- to 6th-graders provided input on school-created surveys	We will raise our response rate to 90% or higher for 4-6 graders providing input via surveys. We will do this by adding metrics to track classes.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	2023-2024: 40 Students Total Participated in Focus Groups 55% Female/45% Male 22% English Learners 12% Identified as receiving Special Education 5% Identified as having a 504 11% Identified as a gifted student ~~Background~~ 42% Hispanic 19% White 23% Asian 3% Declined to Respond 3% Filipino 10% Black/African American 2024-2025: 41 Students Total Participated in Focus Groups 54% Female / 46% Male 25% English Learners 5% Identified as receiving Special Education 5% Identified as having a 504 7% Identified as a gifted student ~~Background~~ 46% Hispanic 23% White 19% Asian 7% Black/African American 5% Declined to Respond 2025-2026: 30 Students Total Participated in Focus Groups 60% Female / 40% Male	We will reduce the number of students in our Youth Advisory Council, while ensuring that the group is more representative of the population of our school.

	23% English Learners 17% Identified as Receiving Special Education 3% Identified as Having a 504 Plan 6% Identified as Gifted ~~Background~~ 47% Hispanic 17% White (Non-Hispanic) 20% Asian 10% American Indian or Alaskan Native 6% Black/African American 17% Multiracial	
Number of extracurricular and co-curricular programs offered	2022-2023: Little Heroes Junior Heroes Student Council Representatives Friends of Rachel Club (Kindness Club) Youth Advisory Council 2023-2024: Little Heroes Junior Heroes Student Council Representatives Friends of Rachel Club (Kindness Club) Youth Advisory Council Garden Club Anti-Bullying Club (through ELOP) 2024-2025: Cross Country Little Heroes Junior Heroes Student Council Representatives Kindness Club Youth Advisory Council Garden Club Book Club Art Enrichment Chess Club Birdwatching Club 2025-2026: Cross Country Little Heroes Playground Heroes Student Council Representatives Youth Advisory Council Garden Club Environmental Club Book Club Art Enrichment Chess Club School of Rock Club Hawk-A-Pella Club Dungeon Masters Theater Club 4H Cooking Club	We want to continue our co-curricular offerings. We will survey students at the beginning of next year to ensure we have an accurate depiction of their interests for our after-school options. The surveys will be given within the first week of school to plan for the first trimester and build a plan for the remainder of the year.
Number of student-led clubs offered	2025-2026: Little Heroes Playground Heroes Student Council Representatives Youth Advisory Council	Increase by at least one student-led club

Number of student-led initiatives	2025-2026: Red Ribbon Week activities led by Student Council School-wide spirit days planned by Student Council Team Up to Clean Up Buddies	Increase by at least one student-led initiative
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	STUDENT LEADERSHIP Tafoya Elementary is committed to providing students with meaningful opportunities to lead, contribute, and take ownership of their school community. Strategy 4.1 focuses on developing leadership skills, building a positive school culture, and fostering a sense of agency and belonging through structured and student-driven leadership opportunities. A key adjustment for the 2026–27 school year is the restructuring of the Little Heroes program due to budget constraints. While Little Heroes has been a valuable component of the school's efforts to promote leadership, conflict resolution, and positive peer interactions, the program will be scaled back to focus on lunch recess. The Little Heroes coach will continue to support students during this time and will maintain the Playground Heroes program, which promotes inclusive play, problem-solving, and positive behavior during unstructured time. However, structured outdoor sessions led by the coach during the school day will no longer take place, and teachers will resume responsibility for supervising morning recess. Building on the strong foundation established through Little Heroes, the school will expand student leadership through the Youth Advisory Council (YAC). YAC will continue to serve our school as a representative group with clearly defined roles and responsibilities to ensure meaningful participation. This team will take an active role in leading student-driven initiatives, including organizing recess "pop-up clubs," promoting positive school culture, and providing input on school-wide decisions. These efforts will increase student voice while creating more structured and engaging opportunities during recess. Student Council will continue to support school culture through leadership activities such as producing weekly campus-wide video announcements. These Weekly Updates strengthen communication, amplify student voice,	Strategy 4.1 serves all students at Tafoya Elementary by increasing access to leadership opportunities, structured activities, and positive peer interactions. Students directly involved in leadership roles—including Little Heroes, Youth Advisory Council, and Student Council members—will develop skills in communication, collaboration, responsibility, and problem-solving. All students benefit from this strategy through improved school climate, increased opportunities for engagement during recess, and a more inclusive and supportive environment. Students who may struggle with peer interactions or unstructured time will particularly benefit from increased structure, student-led activities, and positive role models.	29,000 Supplemental/Concentration Little Heroes, Weekly Update 2000 Arts and Music in Schools Supplies for student-led pop-up VAPA clubs 1250 Site Discretionary Recess equipment

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and contribute to a unified sense of community across classrooms. This strategy also includes funding for leadership supplies, recess equipment, and student-led activities to support structured engagement during unstructured times. These resources ensure that student leaders have the tools needed to successfully plan and implement activities that promote inclusion, connection, and positive behavior. Through these efforts, Tafoya is shifting toward a more sustainable, student-centered model of leadership. By empowering students to take an active role in shaping their school environment, this strategy supports a safe, inclusive, and engaging campus where all students feel connected and valued.		
4.2	AFTER-SCHOOL ENRICHMENT Tafoya Elementary will continue to provide after-school enrichment programs that promote student engagement, connection to school, and opportunities for exploration beyond the core academic program. These programs are designed to support the whole child by offering meaningful, interest-based activities that build confidence, creativity, and a sense of belonging. In 2026–27, the school will continue to offer a range of after-school opportunities, including music, theater, and other Visual and Performing Arts (VAPA)-related enrichment activities such as School of Rock and additional arts-based clubs. These programs, previously included under Goal 1, have been shifted to Goal 4 to better align with their primary purpose of increasing student engagement, connection, and school climate. Many of these opportunities will be supported through state-provided arts (VAPA) funding, allowing the school to sustain and expand enrichment programming despite reductions in other funding sources. These programs provide students with opportunities to develop new skills, collaborate with peers, and engage in positive, structured experiences outside the regular school day. After-school enrichment has proven to be a valuable component of the school’s efforts to improve school climate and student engagement. Student and family feedback, as well as survey data, indicate that students who participate in clubs feel more connected to school and are more motivated to attend regularly. These programs also provide additional opportunities for student voice and leadership, complementing school-day	Strategy 4.2 serves all students at Tafoya Elementary by providing access to after-school enrichment opportunities that promote engagement, connection, and personal growth. Students who participate in after-school programs benefit from structured, supervised activities that build skills, foster relationships, and increase their sense of belonging. These programs are particularly beneficial for students who may be less connected during the school day or who would benefit from additional opportunities for positive peer interaction. Special attention will be given to ensuring equitable access for English Learners, students with disabilities, and socioeconomically disadvantaged students. To reduce barriers to participation, the school will implement a more accessible and streamlined sign-up process using an online	2000 Title I Part A: Basic Grants Low-Income and Neglected After-school clubs 7000 Arts and Music in Schools After-school VAPA clubs and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	initiatives such as Student Council and the Youth Advisory Council. This strategy includes funding for staff stipends, materials, and supplies necessary to support high-quality programming. Priority will be given to ensuring equitable access for students, including those who may benefit most from increased connection to school. By leveraging arts funding and intentionally aligning enrichment to Goal 4, Tafoya aims to strengthen student engagement, improve attendance, and foster a positive and inclusive school culture.	form, making it easier for all families to register for clubs and enrichment opportunities. All students benefit from increased access to enrichment, as these programs contribute to a more inclusive, engaging, and connected school environment.	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–26 school year, Tafoya Elementary implemented a range of strategies to improve school climate, student safety, and engagement through student leadership, supervision systems, and enrichment opportunities. These efforts were aligned to feedback from students, staff, and families and focused on creating a more inclusive, structured, and engaging school environment.

One of the most impactful areas of implementation was the intentional strengthening of student leadership structures. The Little Heroes program played a central role in promoting positive peer interactions, conflict resolution, and student responsibility during recess and other unstructured times. Student Council continued to contribute significantly to school culture through weekly video announcements, strengthening communication and student voice across the campus. The Youth Advisory Council (YAC) was intentionally redesigned into a smaller, more balanced and representative group of students in grades 4–6. This shift allowed for more meaningful discussion, stronger student voice, and more effective participation, as meetings were structured to promote dialogue and collaboration. The result was a more cohesive and impactful leadership body that contributed thoughtful input on school climate and student experience.

The school also expanded after-school enrichment opportunities, including music, theater, and other VAPA-related clubs. These programs contributed to increased student engagement and connection to school. Student and family feedback, along with survey results, indicate that students who participated in enrichment activities felt more connected and motivated, reinforcing the value of these opportunities.

School climate data reflect meaningful improvement. California Healthy Kids Survey (CHKS) results show increased student perceptions of safety, stronger relationships with caring adults, and a significant decrease in reports of physical aggression. These improvements are closely tied to increased supervision, clearer behavior expectations through PBIS, and the availability of structured supports such as the Hawk Hangout and Little Heroes.

Despite these gains, challenges remain. Student feedback continues to highlight concerns related to peer conflict, teasing, and inconsistent behavior during unstructured times, particularly recess. In addition, while engagement has improved, some students continue to report boredom and a desire for more structured and meaningful activities. Participation in ELAC and other family engagement opportunities also remained low, indicating a need for more intentional outreach and accessible engagement structures.

Overall, Goal 4 strategies were implemented with fidelity and contributed to measurable improvements in school climate and student engagement. However, the data indicate a continued need to strengthen consistency in supervision and behavior expectations, expand structured opportunities during unstructured times, and increase student leadership and

family engagement. The work completed this year provides a strong foundation for refining and sustaining these efforts in 2026–27.

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

Overall, the strategies and expenditures under Goal 4 were largely implemented as intended; however, several adjustments were made in response to program effectiveness, student needs, and budget constraints.

One significant difference involves the Little Heroes program. While the program was fully implemented during the 2025–26 school year and served as a central component of student leadership and recess support, funding limitations require a reduction in the program for 2026–27. As a result, the program will be scaled back to focus on lunch recess, where the need for structured support is greatest. The Little Heroes coach will continue to support students during this time and maintain the Playground Heroes model, while structured outdoor sessions during the school day will no longer take place. This adjustment reflects a shift toward a more sustainable model that continues to prioritize student safety and engagement while increasing reliance on student leadership systems.

Another key adjustment involves after-school enrichment programming. While enrichment opportunities were successfully implemented and expanded, the funding source has shifted. Programs such as School of Rock and other VAPA-based clubs, originally included under Goal 1, have been reallocated to Goal 4 and will be supported primarily through state-provided arts funding. This change better aligns expenditures with the goal of increasing student engagement and school connection.

In addition, the structure of student leadership programs evolved during the year. The Youth Advisory Council (YAC) expanded significantly, reflecting strong student interest, but also presented challenges in ensuring meaningful participation. In response, the program will be restructured in 2026–27 to create a smaller, more representative group with clearly defined roles. While not a major budget shift, this represents an important adjustment in implementation to increase effectiveness.

Overall, these differences reflect intentional, data-driven decisions to maximize available resources and improve program effectiveness. All adjustments remain aligned with the core purpose of Goal 4: strengthening student engagement, leadership, and school climate.

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.

As a result of this analysis, several key adjustments will be made to strengthen the effectiveness and sustainability of Goal 4 strategies in the 2026–27 SPSA.

First, the Little Heroes program will be modified to reflect current staffing and budget realities. While the program will continue as a core component of student leadership and recess support, it will be scaled back to focus on lunch recess, where student need is greatest. Structured outdoor sessions during the school day will no longer take place. This change is reflected in Strategy 4.1 (Student Leadership Programs), where the role of the Little Heroes coach is more targeted and integrated with recess support systems.

Second, the school will expand and formalize student-led leadership opportunities during recess through the implementation of student-run “pop-up clubs,” led by the Youth Advisory Council (YAC). This shift builds on the success of YAC and leverages student leadership to increase engagement and provide more structured options during unstructured times. This enhancement is also included in Strategy 4.1.

Third, after-school enrichment programming will continue to be a priority, but with clearer alignment to available funding sources. VAPA-based clubs such as music and theater will now be funded through state arts funding and are reflected under Strategy 4.2 (After-School Enrichment Programs). Additionally, the school will implement a more accessible and equitable club sign-up process using an online system to ensure broader student participation. This change is also outlined in Strategy 4.2.

Finally, minor refinements will be made to annual outcomes and metrics to better capture student engagement and school climate, including continued use of CHKS data and participation rates in leadership and enrichment opportunities. These updates are reflected in the Goal 4 metrics section of the SPSA.

Together, these changes reflect a shift toward more sustainable, student-driven systems that maintain strong opportunities for leadership and engagement while responding to budget constraints and site-based data.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$162,197
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$361,383.01
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$133,840.00
Title I Part A: Parent Involvement	\$1,395.00

Subtotal of additional federal funds included for this school: \$135,235.00

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

State or Local Programs	Allocation (\$)
Arts and Music in Schools	\$130,511.00
Site Discretionary	\$24,910.01
Supplemental/Concentration	\$70,727.00

Subtotal of state or local funds included for this school: \$226,148.01

Total of federal, state, and/or local funds for this school: \$361,383.01

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	130,511.00
Site Discretionary	24,910.01
Supplemental/Concentration	70,727.00
Title I Part A: Basic Grants Low-Income and Neglected	133,840.00
Title I Part A: Parent Involvement	1,395.00

Expenditures by Budget Reference

Budget Reference	Amount
	204,416.51

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	130,511.00
	Site Discretionary	24,910.01
	Supplemental/Concentration	70,727.00
	Title I Part A: Basic Grants Low-Income and Neglected	133,840.00
	Title I Part A: Parent Involvement	1,395.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,383.51
Goal 2	164,990.50
Goal 3	22,759.00
Goal 4	41,250.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lyn Bigelow	Principal
Cheryl Gabby	Classroom Teacher
Jeronimo Rico	Classroom Teacher
April Meyer	Classroom Teacher
Lindsey Bruner	Other School Staff
Yasmin Brown	Parent or Community Member
Alyssa Castillo	Parent or Community Member
Rohit Jasra	Parent or Community Member
Sarah Jorgensen	Parent or Community Member
Ritasha Singh	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



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 5/12/26.

Attested:




Principal, Lyn Bigelow on 5/12/26

SSC Chairperson, Alyssa Castillo on 5/12/26