



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramon S. Tafoya Elementary	57727100000000	May 8, 2025	6/12/2025

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

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

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

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

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

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

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

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Plan Description

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

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

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

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

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

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

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

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

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

ESSA requirements are being met through this ATSI (Additional Targeted Support and Improvement) plan.

All state indicators, including student performance against state-determined long-term goals, inform the ATSI plan.

The ATSI plan includes evidence-based interventions.

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

The school and LEA have identified resource inequities, including a review of LEA and school-level budgeting, and are addressed through implementing the ATSI plan.

Educational Partner Involvement

How, when, and with whom did Ramon S. Tafoya Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Ramon S. Tafoya Elementary School engaged various educational partners in a layered and collaborative process to develop the 2025–2026 School Plan for Student Achievement (SPSA).

Tafoya's Site Council (SSC) met regularly throughout the year to review school data, monitor progress on SPSA goals, and ultimately provide feedback and approve the revised plan and budget. Teachers from the Guiding Coalition initiated

the needs assessment process in December and January by analyzing data from the California and district dashboards. Their findings were shared with all staff in a series of collaborative meetings, where teachers identified strengths and areas for growth and made recommendations for improvement. These included continuing intervention supports, expanding access to GLAD training, offering more meaningful professional development, and purchasing resources to promote reading and financial literacy. Teachers noted that while math achievement had improved, ELA scores remained flat. A school-wide initiative to increase reading motivation led to support for adopting Accelerated Reader and increasing student access to high-interest books.

Student and staff surveys further emphasized the importance of engaging students in learning. Students expressed a desire for school to feel more relevant and hands-on, suggesting a need for interdisciplinary instruction and more project-based learning. Student feedback also identified continued concerns about bullying, particularly around name-calling and teasing, and called for additional noon duty supervisors. On the California Healthy Kids Survey, 52% of students reported being called bad names or teased, and 45% reported being hit or pushed. Though 72% of students felt safe at school, only 31% agreed that students are well-behaved. Only 37% of students reported experiencing meaningful participation in school, and just 65% said there are caring adults at school. Staff echoed these concerns, with only 25% strongly agreeing that the school provides adequate social-emotional learning support and only 34% strongly agreeing that the school has a positive antibullying climate. Staff also identified social-emotional support and trauma-informed practice as their most significant areas of professional development need.

Parent survey data reflected similar trends. While 87% of parents agreed that teachers are responsible for students' emotional needs, only 35% strongly agreed that the school is a safe place for their child. Only 24% strongly agreed that the school motivates students to learn, and 29% strongly agreed that the school provides quality counseling. Forty percent of parents strongly agreed that the school encourages parental involvement, and 41% said they feel welcome to participate.

Feedback from VAPA (Visual and Performing Arts) surveys underscored the need to enrich students' experiences. Parents rated visual art, music, dance, and theater as essential parts of the school day and expressed strong interest in after-school or summer VAPA programs. Sixth-grade students shared that, although they had limited exposure to music and performing arts during elementary school, they were eager to enroll in VAPA electives such as art, choir, photography, and theater in middle school. These responses signal strong community support for increasing in-school and extracurricular arts offerings. Student feedback from the Needs Assessment and California Healthy Kids Surveys (March 2025) also revealed persistent concerns about bullying, especially during unstructured times such as recess. Students recommended adding more noon duty supervisors to improve visibility, responsiveness, and safety. Although students continued to value programs like PBIS and Little Heroes, they noted that issues such as name-calling, teasing, and social exclusion still needed to be addressed proactively.

Student voice continued to play a central role in developing the SPSA through multiple feedback channels, most notably the Youth Advisory Council (YAC). In addition to reviewing Dashboard data and school-wide results, members completed a dedicated survey to provide input on academic engagement, safety, enrichment, and leadership. The results revealed that while some students enjoy reading, many expressed only moderate interest, and several requested more graphic novels, mystery books, and books like **Diary of a Wimpy Kid** in the library. Most students had not participated in art, music, dance, or theater this year, and several respondents indicated they would like more access to these opportunities. Students also expressed interest in new or expanded clubs—particularly sports-based clubs (e.g., soccer, basketball, volleyball), chess club, and geography club.

The survey also provided insights into college and career readiness. Several students said they had learned about careers in class. Still, they wanted more exposure, and many expressed a strong interest in visiting a college or learning more about jobs such as teacher, doctor, and lawyer. Regarding safety and belonging, most students said they felt "safe" most of the time, though a few noted they felt safe "only sometimes." Suggestions for improving safety included covering campus fences, adding taller gates, and increasing adult presence. Students generally felt unsure whether they had meaningful opportunities to be leaders at school, responding "with maybe" when asked if they felt their voices were heard.

This input aligns closely with feedback from other partners. It has already shaped several 2025–26 SPSA strategies, including expanding arts instruction, increasing access to reading materials students enjoy, growing after-school enrichment clubs, and offering more structured leadership and career exploration opportunities. The YAC will continue to meet to monitor and ensure student voices remain central to the school's improvement process.

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 19, 2025, Parent Teacher Association (PTA) on March 19, 2025, English Learner Advisory Committee (ELAC) on March 26, 2025, Youth Advisory Council (YAC) on March 19, 2025, the Guiding Coalition on April 9, 2025, and the PBIS Team on March 18, 2025. 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 23, 2025, and considered recommendations and feedback from all groups. ELAC approved the final draft on April 30, 2025, and the School Site Council approved the SPSA on May 8, 2025.

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.

Staffing Challenges: High turnover in special education staffing impacts student progress. We expect to increase stability in 2025-2026.

VAPA & Enrichment Gaps: Limited access to art, music, and extracurricular activities impacts student engagement. This has been addressed in the 2025-2026 budget.

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 California School Dashboard data and local assessments, the area that requires significant improvement at Ramon S. Tafoya Elementary is:

English Language Arts (ELA) - Performance Level: Orange

Current Status: 41.4 points below the standard (maintained with a 1.9-point increase)

Key Gaps:

Students with disabilities are in the Red category (114.7 points below standard) and did not show improvement.

English Learners are in the Orange category (71.3 points below standard), with minimal progress.

Hispanic and socioeconomically disadvantaged students also perform significantly below standard.

Intervention Strategies:

Implement structured writing programs across all grade levels to improve literacy skills.

Increase small group intervention time using SIPPS and Read Live.

Strengthen Professional Learning Communities (PLCs) to focus on differentiated instruction.

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 (41.4 points below standard, maintained +1.9 points)

Student Groups Two Levels Below:

Students with Disabilities: Red (114.7 points below standard, no improvement)

English Learners: Orange (71.3 points below standard, minimal improvement of +4.2 points)

Intervention Strategies:

Increase engagement in reading (Accelerated Reader, Book Club, student voice in library acquisitions).

Strengthen Tier 1 and Tier 2 reading intervention (SIPPS, GLAD, AR).

Increase co-teaching and push-in support for EL and SPED students.

Expand professional development in Universal Design for Learning (UDL) for differentiated instruction.

2. Mathematics

Overall School Performance: Yellow (61.7 points below standard, improved by +14.8 points)

Student Groups Two Levels Below:

Students with Disabilities: Red (142.3 points below standard, declined significantly by -17 points)

English Learners: Red (103.4 points below standard, declined by -12.1 points)

Hispanic Students: Red (98.6 points below standard, declined by -14.9 points)

Intervention Strategies:

Continue the UC Davis Math Project for professional development.

Expand math intervention programs (i-Ready, Reflex Math, Frax).

Implement small group instruction and structured math scaffolding for EL and SPED students.

3. Chronic Absenteeism

Overall School Performance: Yellow (25.6% chronically absent, declined by -7.2%)

Student Groups Two Levels Below:

Students with Disabilities: Orange (40.5% chronically absent, declined -12.9% but still very high)

Asian Students: Red (23.7% chronically absent, no improvement)

Intervention Strategies:

Strengthen home-school communication and attendance incentives.

Increase parent outreach efforts for targeted subgroups.

Implement tiered re-engagement strategies for chronically absent students.

4. Suspension Rate

Overall School Performance: Green (1.5% suspended at least once, declined by -1.9%)

Student Groups Two Levels Below:

Students with Disabilities: Red (9.6% suspended, increased by +0.5%)

Intervention Strategies:

Provide restorative practices training for staff.

Expand Tier 2 and Tier 3 behavioral interventions.

Strengthen PBIS and school-wide behavior supports.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0.38%	0.26%	2	3	2
African American	3.15%	2.42%	2.55%	24	19	20
Asian	14.72%	17.22%	17.50%	112	135	137
Filipino	1.18%	0.64%	0.51%	9	5	4
Hispanic/Latino	59.79%	56.38%	54.92%	455	442	430
Pacific Islander	1.05%	1.53%	1.66%	8	12	13
White	14.85%	14.8%	12.13%	113	116	95
Two or More Races	3.42%	4.21%	5.49%	26	33	43
Not Reported	1.58%	2.42%	4.98%	12	19	39
Total Enrollment				761	784	783

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	115	119	104
Grade 1	103	111	98
Grade 2	106	113	108
Grade3	108	114	109
Grade 4	90	118	107
Grade 5	111	94	118
Grade 6	128	115	95
Total Enrollment	761	784	783

Conclusions based on this data:

- The current enrollment for 2024-25 is 771 students, reflecting a slight decrease compared to last year's 783. Despite fluctuations in specific grade levels, enrollment remains relatively stable across the school. The TK expansion has contributed to a larger early-grade population, with 47 TK students and 90 Kindergarteners enrolled. We anticipate enrollment to stabilize around 770-800 students moving forward, depending on new enrollments and withdrawals.

2. The Hispanic/Latino population continues to decline, now at 53.7% (down from 54.92% last year). Meanwhile, the Asian population has grown to 19.97%, continuing its steady increase. The number of students identifying as Two or More Races (5.84%) and Unknown (5.58%) has also risen. The White student population has declined further to 9.6%, while the African American population has increased slightly to 3.63%. These trends suggest ongoing diversification, with notable growth in the Asian student population.
3. African American enrollment has increased slightly from 23 students last year to 28 this year (3.63%), reversing the previous trend of decline. Given this shift, continued monitoring will be necessary to determine whether this increase is part of a longer-term trend or a temporary fluctuation.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	213	226	238	28.0%	28.8%	30.4%
Fluent English Proficient (FEP)	108	97	78	14.2%	12.4%	10.0%

Conclusions based on this data:

1. The percentage of English Learners (ELs) has continued to rise, reaching 30.4% in 2023-24, compared to 28.0% in 2022-23 and 25.9% in 2021-22. This increase suggests a growing EL population at Tafoya. However, we anticipate a potential decline in the coming years due to higher reclassification rates and fewer English Learners entering through TK. The number of students identified as ELs in early grade levels is lower, indicating a possible plateau or decrease in EL enrollment moving forward.
2. While reclassification rates are not explicitly listed for 2023-24, past data suggests that fewer students have been reclassified as Fluent English Proficient (FEP) in recent years, likely due to learning disruptions during the pandemic. As students regain academic momentum, 23-24 reclassification rates are expected to improve to pre-pandemic levels. Continued support through structured language programs and instructional strategies will be essential in helping EL students progress toward proficiency.
3. The percentage of Fluent English Proficient (FEP) students has dropped from 16.9% in 2021-22 to 10.0% in 2023-24. If this pattern continues, targeted intervention and early language development programs will be necessary to support English proficiency before students enter formal assessments.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	109	109	107	108	109	104	108	109	104	99.1	100.0	97.2
Grade 4	96	125	105	94	125	103	94	125	103	97.9	100.0	98.1
Grade 5	115	96	113	110	94	112	110	94	112	95.7	97.9	99.1
Grade 6	130	117	96	127	116	94	127	116	94	97.7	99.1	97.9
All Grades	450	447	421	439	444	413	439	444	413	97.6	99.3	98.1

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2351.	2358.	2378.	4.63	8.26	14.42	17.59	14.68	19.23	21.30	22.94	20.19	56.48	54.13	46.15
Grade 4	2410.	2417.	2403.	5.32	11.20	11.65	19.15	23.20	12.62	26.60	16.00	17.48	48.94	49.60	58.25
Grade 5	2455.	2482.	2471.	8.18	13.83	15.18	23.64	28.72	24.11	30.91	27.66	20.54	37.27	29.79	40.18
Grade 6	2506.	2512.	2516.	11.81	11.21	4.26	25.98	33.62	42.55	33.07	32.76	30.85	29.13	22.41	22.34
All Grades	N/A	N/A	N/A	7.74	11.04	11.62	21.87	25.00	24.21	28.25	24.55	22.03	42.14	39.41	42.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.63	7.34	8.65	52.78	51.38	56.73	42.59	41.28	34.62
Grade 4	5.32	9.60	7.77	59.57	59.20	62.14	35.11	31.20	30.10
Grade 5	10.91	13.83	11.61	60.00	67.02	62.50	29.09	19.15	25.89
Grade 6	16.54	13.79	17.02	55.91	62.07	62.77	27.56	24.14	20.21
All Grades	9.79	11.04	11.14	56.95	59.68	61.02	33.26	29.28	27.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.48	8.26	6.73	36.11	33.03	45.19	57.41	58.72	48.08
Grade 4	5.32	4.80	2.94	53.19	48.80	46.08	41.49	46.40	50.98
Grade 5	5.45	8.51	10.71	52.73	68.09	53.57	41.82	23.40	35.71
Grade 6	7.87	10.34	3.19	55.91	59.48	68.09	36.22	30.17	28.72
All Grades	6.38	7.88	6.07	49.66	51.80	52.91	43.96	40.32	41.02

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.85	5.50	7.69	74.07	78.90	70.19	24.07	15.60	22.12
Grade 4	6.38	7.20	5.83	73.40	68.00	70.87	20.21	24.80	23.30
Grade 5	8.18	12.77	8.04	77.27	75.53	73.21	14.55	11.70	18.75
Grade 6	13.39	13.79	14.89	70.87	74.14	72.34	15.75	12.07	12.77
All Grades	7.74	9.68	8.96	73.80	73.87	71.67	18.45	16.44	19.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.56	1.83	8.65	58.33	66.97	59.62	36.11	31.19	31.73
Grade 4	3.19	7.20	6.80	67.02	71.20	64.08	29.79	21.60	29.13
Grade 5	10.00	12.77	11.61	60.91	69.15	66.96	29.09	18.09	21.43
Grade 6	14.17	12.93	15.96	65.35	70.69	75.53	20.47	16.38	8.51
All Grades	8.66	8.56	10.65	62.87	69.59	66.34	28.47	21.85	23.00

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards has slightly improved, though the percentage of students below standard remains significant at 42.13%. This suggests that intervention efforts and PLC-driven discussions are positively impacting student growth, but continued focus on differentiated instruction is needed to close gaps, particularly for students struggling with foundational literacy skills.

2. Third grade continues to have the highest percentage of students not meeting standards, with 46.15% below standard in overall ELA. In reading, 34.62% of students scored below standard, and in writing, 48.08% scored below standard. While foundational literacy gaps from the pandemic may still be a factor, this cohort has improved slightly compared to the prior year. Additional instructional supports and targeted interventions in early literacy and phonics will be critical for continued improvement.
3. Writing scores remain the lowest across all grade levels, with only 6.07% of students scoring above standard and over 41% below standard. Although there have been small gains in writing proficiency, the data indicates a need for more structured writing programs. Consistent writing instruction, scaffolding, and cross-curricular writing opportunities could significantly support student growth in this area.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	109	109	107	108	109	105	108	109	104	99.1	100.0	98.1
Grade 4	96	124	105	95	123	102	95	123	102	99.0	99.2	97.1
Grade 5	115	96	113	113	94	112	113	94	112	98.3	97.9	99.1
Grade 6	130	117	96	127	115	93	127	115	93	97.7	98.3	96.9
All Grades	450	446	421	443	441	412	443	441	411	98.4	98.9	97.9

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2364.	2362.	2386.	3.70	7.34	7.69	17.59	10.09	20.19	19.44	19.27	25.00	59.26	63.30	47.12
Grade 4	2410.	2412.	2403.	2.11	4.07	2.94	12.63	18.70	19.61	35.79	28.46	16.67	49.47	48.78	60.78
Grade 5	2444.	2438.	2459.	7.96	3.19	13.39	8.85	12.77	11.61	23.89	28.72	24.11	59.29	55.32	50.89
Grade 6	2496.	2484.	2498.	11.81	13.91	15.05	19.69	13.91	18.28	29.92	29.57	26.88	38.58	42.61	39.78
Grade 11															
All Grades	N/A	N/A	N/A	6.77	7.26	9.73	14.90	14.06	17.27	27.09	26.53	23.11	51.24	52.15	49.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.41	9.17	10.58	38.89	32.11	44.23	53.70	58.72	45.19
Grade 4	4.21	7.32	6.86	40.00	40.65	31.37	55.79	52.03	61.76
Grade 5	9.73	8.51	12.50	35.40	41.49	44.64	54.87	50.00	42.86
Grade 6	14.17	14.78	20.43	40.94	40.00	39.78	44.88	45.22	39.78
Grade 11									
All Grades	9.26	9.98	12.41	38.83	38.55	40.15	51.92	51.47	47.45

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.26	7.34	11.54	41.67	34.86	49.04	49.07	57.80	39.42
Grade 4	4.21	4.07	5.88	47.37	48.78	39.22	48.42	47.15	54.90
Grade 5	6.19	4.26	9.82	49.56	51.06	45.54	44.25	44.68	44.64
Grade 6	10.24	8.70	9.68	51.18	49.57	55.91	38.58	41.74	34.41
All Grades	7.67	6.12	9.25	47.63	46.03	47.20	44.70	47.85	43.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.70	9.17	12.50	50.93	45.87	51.92	45.37	44.95	35.58
Grade 4	2.11	6.50	6.86	60.00	50.41	48.04	37.89	43.09	45.10
Grade 5	3.54	4.26	8.93	52.21	51.06	55.36	44.25	44.68	35.71
Grade 6	14.96	10.43	9.68	63.78	60.87	62.37	21.26	28.70	27.96
All Grades	6.55	7.71	9.49	56.88	52.15	54.26	36.57	40.14	36.25

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards has increased slightly, with 6th grade continuing to have the highest percentage of proficient students (15.05% exceeding and 18.28% meeting the standard). School-wide, 49.88% of students are still not meeting the standard, showing that while some progress has been made, a large portion of students still require intervention. The 6th-grade team's consistent staffing, 90-minute dedicated math blocks, and leveled instruction continue to yield positive results, reinforcing the need for similar strategies in lower grades.
2. While math concepts and procedures have improved in some areas, a majority of students in grades 3-5 remain below standard. Third grade saw an improvement, with a drop from 58.72% to 45.19% of students scoring below standard, but 4th grade saw a decline, with 61.76% of students now below standard. The overall decline in students scoring below standard across multiple cohorts indicates that intervention efforts are having an impact, but gaps remain. The continued focus on primary-grade math development through collaboration with the UC Davis Math Project is expected to improve foundational skills in the coming years.
3. Based on preliminary local assessment data and ongoing professional development efforts, math performance is expected to continue improving. The UC Davis Math Project, Professional Learning Communities (PLCs), and the Reflex Math program have provided targeted support, but additional interventions may be needed, especially in

grades 3-5, where foundational gaps persist. A stronger emphasis on real-world problem-solving and reasoning skills will be crucial for ensuring long-term math proficiency.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1406.3	1417.1	1411.5	1427.5	1432.8	1426.4	1356.6	1379.9	1376.6	37	45	54
1	1422.5	1424.3	1444.4	1456.1	1450.5	1459.3	1388.4	1397.6	1428.9	40	37	26
2	1462.9	1480.1	1459.3	1473.0	1493.1	1471.2	1452.2	1466.6	1446.8	34	39	39
3	1471.7	1484.9	1483.5	1475.7	1489.3	1487.3	1467.4	1480.2	1479.4	30	40	31
4	1525.4	1500.4	1500.6	1533.7	1497.4	1510.4	1516.5	1502.9	1490.3	28	32	33
5	1519.4	1540.0	1513.0	1510.5	1535.6	1508.4	1527.9	1543.9	1517.2	15	23	22
6	1522.8	1522.2	1576.0	1527.7	1532.2	1604.1	1517.4	1511.8	1547.2	19	13	11
All Grades										203	229	216

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.70	8.89	11.11	27.03	33.33	35.19	54.05	46.67	38.89	16.22	11.11	14.81	37	45	54
1	0.00	0.00	7.69	22.50	21.62	34.62	37.50	40.54	34.62	40.00	37.84	23.08	40	37	26
2	5.88	20.51	2.56	47.06	35.90	38.46	29.41	23.08	46.15	17.65	20.51	12.82	34	39	39
3	6.67	12.50	22.58	23.33	27.50	22.58	36.67	35.00	29.03	33.33	25.00	25.81	30	40	31
4	25.00	18.75	9.09	50.00	18.75	39.39	17.86	28.13	42.42	7.14	34.38	9.09	28	32	33
5	26.67	34.78	0.00	40.00	39.13	63.64	6.67	21.74	27.27	26.67	4.35	9.09	15	23	22
6	10.53	23.08	54.55	42.11	30.77	27.27	31.58	15.38	9.09	15.79	30.77	9.09	19	13	11
All Grades	8.87	14.85	11.57	34.48	29.26	37.04	33.50	32.75	36.11	23.15	23.14	15.28	203	229	216

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.22	11.11	14.81	35.14	44.44	37.04	35.14	33.33	37.04	13.51	11.11	11.11	37	45	54
1	27.50	13.51	23.08	25.00	40.54	53.85	35.00	29.73	11.54	12.50	16.22	11.54	40	37	26
2	20.59	41.03	17.95	38.24	28.21	51.28	32.35	25.64	20.51	8.82	5.13	10.26	34	39	39
3	13.33	32.50	29.03	43.33	42.50	32.26	33.33	12.50	25.81	10.00	12.50	12.90	30	40	31
4	42.86	21.88	36.36	46.43	25.00	54.55	7.14	37.50	6.06	3.57	15.63	3.03	28	32	33
5	60.00	43.48	27.27	13.33	43.48	63.64	0.00	8.70	4.55	26.67	4.35	4.55	15	23	22
6	26.32	53.85	72.73	52.63	7.69	18.18	15.79	23.08	0.00	5.26	15.38	9.09	19	13	11
All Grades	26.60	27.51	25.93	36.45	35.81	45.37	26.11	25.33	19.44	10.84	11.35	9.26	203	229	216

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.26	4.44	5.56	7.89	13.33	11.11	39.47	44.44	61.11	47.37	37.78	22.22	38	45	54
1	4.88	0.00	11.54	17.07	8.11	11.54	17.07	29.73	30.77	60.98	62.16	46.15	41	37	26
2	0.00	17.95	2.56	25.81	30.77	25.64	41.94	17.95	41.03	32.26	33.33	30.77	31	39	39
3	4.17	5.00	9.68	33.33	25.00	12.90	37.50	30.00	38.71	25.00	40.00	38.71	24	40	31
4	7.14	15.63	6.06	0.00	12.50	12.12	50.00	28.13	39.39	42.86	43.75	42.42	14	32	33
5	8.70	21.74	0.00	21.74	21.74	27.27	30.43	39.13	40.91	39.13	17.39	31.82	23	23	22
6	5.26	7.69	9.09	10.53	15.38	36.36	52.63	38.46	45.45	31.58	38.46	9.09	19	13	11
All Grades	3.94	9.61	6.02	18.72	18.34	17.13	32.51	31.88	44.44	44.83	40.17	32.41	203	229	216

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.92	17.78	18.52	70.27	71.11	66.67	10.81	11.11	14.81	37	45	54
1	30.00	37.84	34.62	60.00	48.65	50.00	10.00	13.51	15.38	40	37	26
2	23.53	33.33	28.21	70.59	64.10	61.54	5.88	2.56	10.26	34	39	39
3	23.33	12.50	25.81	50.00	65.00	45.16	26.67	22.50	29.03	30	40	31
4	53.57	21.88	24.24	46.43	50.00	63.64	0.00	28.13	12.12	28	32	33
5	26.67	26.09	0.00	53.33	69.57	77.27	20.00	4.35	22.73	15	23	22
6	26.32	15.38	63.64	57.89	69.23	27.27	15.79	15.38	9.09	19	13	11
All Grades	28.57	24.02	24.54	59.61	62.01	59.26	11.82	13.97	16.20	203	229	216

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.81	17.78	25.93	59.46	66.67	61.11	29.73	15.56	12.96	37	45	54
1	15.00	2.70	15.38	60.00	81.08	69.23	25.00	16.22	15.38	40	37	26
2	20.59	48.72	28.21	64.71	43.59	66.67	14.71	7.69	5.13	34	39	39
3	30.00	42.50	48.39	53.33	52.50	35.48	16.67	5.00	16.13	30	40	31
4	53.57	21.88	63.64	39.29	56.25	33.33	7.14	21.88	3.03	28	32	33
5	66.67	82.61	77.27	13.33	8.70	18.18	20.00	8.70	4.55	15	23	22
6	55.56	53.85	81.82	38.89	38.46	9.09	5.56	7.69	9.09	18	13	11
All Grades	30.20	34.06	42.13	51.49	53.71	48.15	18.32	12.23	9.72	202	229	216

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.70	6.67	5.56	78.38	80.00	70.37	18.92	13.33	24.07	37	45	54
1	7.50	2.70	19.23	17.50	24.32	38.46	75.00	72.97	42.31	40	37	26
2	2.94	23.08	2.56	52.94	43.59	64.10	44.12	33.33	33.33	34	39	39
3	0.00	7.50	0.00	30.00	32.50	35.48	70.00	60.00	64.52	30	40	31
4	10.71	12.50	0.00	60.71	21.88	45.45	28.57	65.63	54.55	28	32	33
5	6.67	26.09	0.00	53.33	52.17	59.09	40.00	21.74	40.91	15	23	22
6	5.26	0.00	9.09	31.58	23.08	54.55	63.16	76.92	36.36	19	13	11
All Grades	4.93	11.35	4.63	46.31	42.36	54.63	48.77	46.29	40.74	203	229	216

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.81	22.22	20.37	32.43	31.11	53.70	56.76	46.67	25.93	37	45	54
1	2.50	0.00	7.69	42.50	59.46	53.85	55.00	40.54	38.46	40	37	26
2	14.71	15.38	5.13	50.00	58.97	76.92	35.29	25.64	17.95	34	39	39
3	10.00	15.00	16.13	70.00	62.50	67.74	20.00	22.50	16.13	30	40	31
4	17.86	34.38	18.18	60.71	28.13	57.58	21.43	37.50	24.24	28	32	33
5	46.67	34.78	40.91	33.33	60.87	45.45	20.00	4.35	13.64	15	23	22
6	15.79	46.15	54.55	84.21	23.08	45.45	0.00	30.77	0.00	19	13	11
All Grades	13.79	20.52	18.98	51.72	48.03	59.26	34.48	31.44	21.76	203	229	216

Conclusions based on this data:

1. The percentage of students performing at Level 4 (the highest proficiency level) increased in most grade levels, except for 4th grade and 5th grade, which saw declines. Additionally, the percentage of students moving from Level

3 to Level 4 increased in multiple cohorts. However, 1st and 6th grades have not shown the same progress, which may be due to more complex language demands at those levels or a need for stronger integrated English Language Development (ELD) practices. Continued instructional support in these grade levels is essential to maintain progress.

2. Reading remains the domain with the highest percentage of students scoring at the Beginning level, with 40.74% of all English Learners still struggling in this area. Although there have been slight improvements, these scores have not yet returned to pre-pandemic levels. The greatest need is in grades K-3, where a majority of EL students still score at the Beginning level. Targeted reading interventions and early literacy instruction are necessary to build foundational skills, particularly in phonemic awareness and vocabulary development.
3. 1st-grade students continue to have exceptionally high numbers at Level 1, a pattern observed over multiple years. Since students take the ELPAC in February, many may not have acquired the necessary reading and language skills by that time. Exploring the possibility of administering the assessment later in the year for 1st grade—such as in March or April—could allow more instructional time and potentially lead to higher scores and more accurate reflections of students' abilities.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
783	80.7%	30.4%	0.5%
Total Number of Students enrolled in Ramon S. Tafoya Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	238	30.4%
Foster Youth	4	0.5%
Homeless	7	0.9%
Socioeconomically Disadvantaged	632	80.7%
Students with Disabilities	103	13.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	2.6%
American Indian	2	0.3%
Asian	137	17.5%
Filipino	4	0.5%
Hispanic	430	54.9%
Two or More Races	43	5.5%
Pacific Islander	13	1.7%
White	95	12.1%

Conclusions based on this data:

1. Hispanic students make up 54.9% of the total enrollment (430 students), maintaining their status as the largest student group. However, this represents a slight decrease from previous years. While the Hispanic population still makes up the majority, the student body continues to diversify with shifts in other ethnic groups.
2. The Asian student population has increased to 17.5% (137 students), reflecting a continued growth trend over the past few years. In contrast, the White student population has declined to 12.1% (95 students), showing a more significant decrease than previously observed. The number of students identifying as Two or More Races (5.5%) and Pacific Islander (1.7%) has also grown, indicating increasing diversity at Tafoya Elementary.
3. 80.7% of students (632 students) are identified as socioeconomically disadvantaged, marking a slight increase from previous years. This may be attributed to more families completing the free and reduced lunch applications through the AERIES data confirmation process rather than an actual rise in financial hardship. Additionally, 30.4% of students (238 students) are English Learners, emphasizing the need for continued language development and academic support services.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learners (30.4% of the student population) continue to struggle, particularly in reading. Despite improvement in oral language, many EL students remain at the Beginning level in literacy. ELA is the only category rated Orange on the California School Dashboard, meaning it is the greatest area of academic concern. The gap between EL students and their peers remains significant, requiring more intensive literacy instruction, intervention, and support for language development.

2. Chronic absenteeism is rated Yellow, showing improvement but still needing strategic interventions to ensure consistent student attendance. Given the high percentage of socioeconomically disadvantaged students (80.7%), attendance challenges may be linked to outside factors such as transportation, health, or family obligations. Stronger attendance initiatives and early intervention efforts will be necessary.

Math is also rated Yellow, meaning it is an area of concern but has seen more progress than ELA. 6th grade continues to perform the strongest, likely due to consistent staffing, 90-minute dedicated math instruction, and leveled math classes. Expanding these strategies to lower grade levels may help improve overall math performance.

3. Suspension rates are rated Green, indicating a positive school climate. The school's PBIS system, behavior interventions, and structured supports are effective in reducing suspensions and fostering a safe learning environment. However, students with disabilities continue to experience the largest achievement gaps across multiple areas, including ELA, math, and attendance. Addressing these disparities will require additional academic accommodations, specialized interventions, and increased access to individualized support services.

School and Student Performance Data

Academic Performance English Language Arts

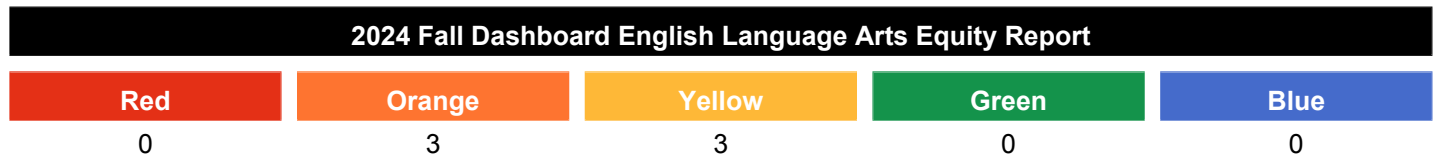
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 41.4 points below standard Maintained 1.9 points 399 Students	English Learners  Yellow 68.2 points below standard Increased 3.1 points 141 Students	Long-Term English Learners  No Performance Color Less than 11 Students 4 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Yellow 49.8 points below standard Increased 6.9 points 327 Students

Students with Disabilities  Orange 102.7 points below standard Increased 12.0 points 67 Students	African American  No Performance Color 43.1 points below standard Increased 52.2 points 12 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 16.7 points below standard Declined 5.5 points 59 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 53.6 points below standard Increased 4.3 points 249 Students
Two or More Races  No Performance Color 46.3 points below standard Increased 9.6 points 16 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Orange 13.8 points below standard Declined 5.5 points 49 Students

Conclusions based on this data:

1. Students with Disabilities scored 102.7 points below standard, which is significantly lower than all other subgroups. Although they increased by 12 points, this group remains two performance levels below all students and needs stronger interventions, structured literacy support, and attendance monitoring (since 40% were chronically absent). Universal Design for Learning (UDL) strategies and a push-in support model instead of pullout Specialized Academic Instruction (SAI) may help improve accessibility and outcomes for these students.
2. White (-13.8 points) and Asian (-16.7 points) students outperformed other subgroups, while Hispanic (-53.6 points) and Socioeconomically Disadvantaged students (-49.8 points) scored significantly lower. This 40-100 point gap across student groups highlights inequities in literacy development and the need for differentiated instruction in classrooms. Expanding UDL strategies, targeted scaffolding, and small-group instruction will benefit the 70% of students who are not in the highest-performing subgroups.
3. English Learners scored 68.2 points below standard but increased by 3.1 points, showing gradual progress. Reclassified Fluent English Proficient (RFEP) students made more progress than both English Learners and English-only students, reinforcing that early investment in language development leads to long-term success. Strengthening designated and integrated ELD instruction in early grades will further support literacy growth among current English Learners, ensuring more students reach reclassification and perform at higher levels over time.

School and Student Performance Data

Academic Performance Mathematics

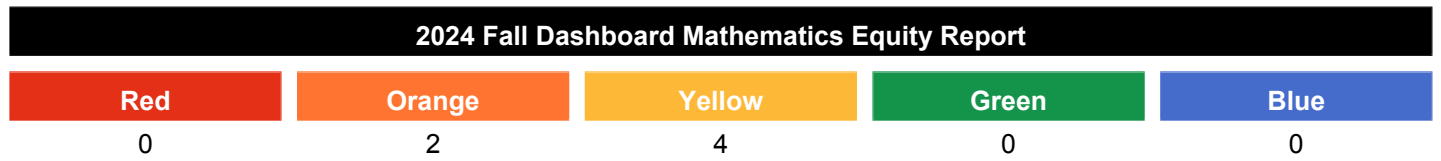
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 61.7 points below standard Increased 14.8 points 397 Students	English Learners  Yellow 94.0 points below standard Increased 9.4 points 140 Students	Long-Term English Learners  No Performance Color Less than 11 Students 4 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Yellow 73.8 points below standard Increased 16.8 points 325 Students

Students with Disabilities  Orange 114.2 points below standard Increased 28.1 points 67 Students	African American  No Performance Color 81.4 points below standard Increased 22.8 points 12 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Yellow 27.5 points below standard Increased 5.8 points 59 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 77.8 points below standard Increased 20.8 points 248 Students
Two or More Races  No Performance Color 41.4 points below standard Increased 67.0 points 16 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Orange 30.7 points below standard Maintained 0.9 points 49 Students

Conclusions based on this data:

1. All student subgroups scored below standard, with English Learners (-94 points), Students with Disabilities (-114.2 points), and Hispanic students (-77.8 points) facing the greatest challenges. Despite an overall increase of 14.8 points, these subgroups remain significantly behind and need targeted instructional strategies, intervention, and differentiated support. Universal Design for Learning (UDL) strategies, guided math supports, and a shift to push-in rather than pull-out interventions for Specialized Academic Instruction (SAI) could help ensure accessibility to rigorous math instruction.
2. White (-30.7 points) and Asian (-27.5 points) students outperformed other subgroups, while English Learners (-94 points) and Hispanic students (-77.8 points) scored significantly lower. This 50+ point gap highlights systemic inequities in math achievement, reinforcing the need for intentional scaffolding, small-group instruction, and stronger conceptual learning practices. Ensuring math instruction is language-rich, visually supported, and conceptually focused will be critical in closing these gaps.
3. Reclassified English Learners made more progress than both current English Learners and English-only students, reinforcing that early language development leads to stronger long-term math outcomes. These results suggest that improving foundational literacy and language comprehension in early grades has a direct impact on math performance. Integrating structured academic discussions, math vocabulary development, and problem-solving explanations can further support English Learners and struggling students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
60.7% making progress.	making progress.
Number Students: 150 Students	Number Students: 3 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.

2024 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
12.7%	26.7%	0%	60.7%

Conclusions based on this data:

- 60.7% of EL students progressed at least one ELPI level, showing positive language development trends. However, 26.7% of students maintained their current ELPI level, and 12.7% regressed, indicating that some students are not progressing at the expected rate. More frequent monitoring of student progress through data discussions and targeted interventions will be necessary to ensure continued language growth.
- The progress made in designated ELD instruction is evident, but the 26.7% of students who maintained lower ELPI levels suggests that integrated ELD strategies in core content areas, including math and ELA, need strengthening. Explicit vocabulary instruction, structured academic discourse, and scaffolded reading and writing tasks should be embedded into all subjects to accelerate English language acquisition.
- 12.7% of EL students decreased at least one ELPI level, indicating that a subset of students is struggling with language retention or proficiency growth. More structured, differentiated instruction tailored to these students’ needs—such as smaller instructional groups, increased opportunities for oral language practice, and personalized intervention plans—will be critical in ensuring consistent progress.

School and Student Performance Data

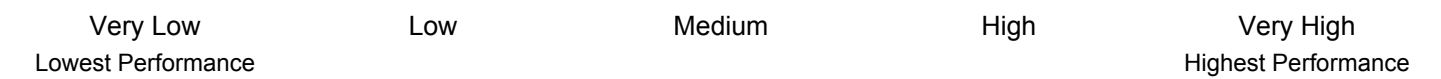
Academic Performance College/Career Report

The 2024 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 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.

2024 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 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

25.6% Chronically Absent

Declined 7.2

812 Students

English Learners



Yellow

24.4% Chronically Absent

Declined 11.4

254 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

10 Students

Socioeconomically Disadvantaged



Yellow

29.3% Chronically Absent

Declined 7.4

655 Students

Students with Disabilities  Orange 27% Chronically Absent Declined 13.5 126 Students	African American  No Performance Color 33.3% Chronically Absent Declined 6.7 21 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Yellow 19.3% Chronically Absent Declined 4.5 140 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Yellow 26.1% Chronically Absent Declined 11 456 Students
Two or More Races  Red 31.3% Chronically Absent Increased 8.8 80 Students	Pacific Islander  No Performance Color 30.8% Chronically Absent Declined 19.2 13 Students	White  Orange 25% Chronically Absent Declined 4.8 96 Students

Conclusions based on this data:

1. 25.6% of all students are chronically absent, representing a 7.2 percentage point decline from the previous year. While this improvement is promising, chronic absenteeism remains high, with more than a quarter of students missing 10% or more of school days. Continued parent outreach, attendance incentives, and early intervention for at-risk students will be necessary to sustain this progress.
2. 29.3% of socioeconomically disadvantaged students and 27% of students with disabilities were chronically absent. The students with disabilities subgroup saw the largest improvement, declining by 13.5 percentage points, but still has one of the highest absenteeism rates. Partnerships with the Wellness Team, individualized attendance plans, and support for families experiencing barriers to attendance will be essential in further reducing absenteeism among these subgroups.
3. English Learners (-11.4%), Hispanic students (-11%), and Pacific Islander students (-19.2%) saw some of the largest declines in absenteeism. Asian students (19.3%) showed a smaller decrease (-4.5%), and students identifying as Two or More Races actually increased by 8.8 percentage points. A deeper analysis into the reasons for absenteeism in specific subgroups, such as independent study-related absences or transportation barriers, may help develop more targeted interventions.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 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

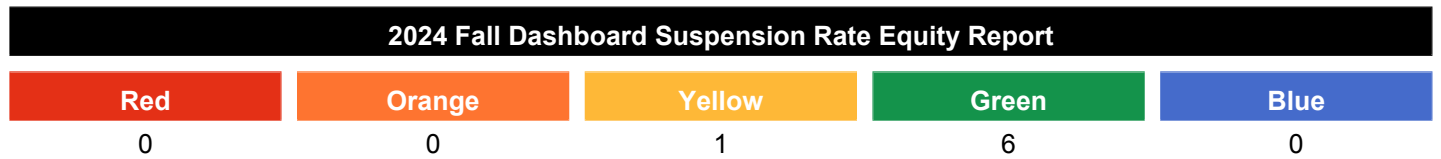
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.5% suspended at least one day Declined 1.9% 825 Students	English Learners  Green 1.2% suspended at least one day Declined 1.8% 260 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Socioeconomically Disadvantaged  Green 1.7% suspended at least one day Declined 2.3% 665 Students

Students with Disabilities  Yellow 3.8% suspended at least one day Declined 5.8% 131 Students	African American  No Performance Color 4.3% suspended at least one day Declined 0.4% 23 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 0.7% suspended at least one day Declined 2.2% 143 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Green 1.5% suspended at least one day Declined 2% 461 Students
Two or More Races  Green 2.4% suspended at least one day Declined 0.9% 83 Students	Pacific Islander  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	White  Green 1% suspended at least one day Declined 2.9% 96 Students

Conclusions based on this data:

1. The overall suspension rate is now 1.5%, a decline of 1.9 percentage points from the previous year. Students with Disabilities saw the largest improvement, declining from 9.6% to 3.8%. The continued use of social-emotional learning (SEL) lessons, Tier 2/Tier 3 interventions, Wellness Team support, and a dedicated behaviorist has contributed to this improvement. Physical aggression and bullying accounted for the majority of suspensions in previous years, reinforcing the need for early conflict resolution strategies and positive behavior reinforcement in all grade levels.
2. 1.7% of socioeconomically disadvantaged students were suspended at least once, a decline of 2.3 percentage points. This subgroup represents the majority of suspensions, suggesting that relationship-building activities, social skills groups, and direct communication strategies should remain a focus. Strengthening PBIS strategies, mentorship programs, and restorative justice approaches may further reduce suspensions in this group.
3. Students with Disabilities still have the highest suspension rate at 3.8%, despite a significant 5.8 percentage point decline. This suggests that general education teachers need additional training on de-escalation strategies, behavior intervention, and differentiated instruction to support students who may struggle with emotional regulation. Targeted social-emotional learning (SEL) and direct instruction in problem-solving strategies will continue to play a critical role in reducing behavioral incidents among students with disabilities.

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 the California School Dashboard and local performance data highlights key areas that need improvement, particularly in literacy, student engagement, and foundational skills for future success.

In English Language Arts (ELA), the school is rated Orange, scoring 41.4 points below standard, with only a 1.9-point improvement. Students with Disabilities (SWD) remain in the Red category, performing 114.7 points below standard with no significant growth. English Learners (EL) are also in the Orange category, 71.3 points below standard, with minimal improvement. Additionally, there are significant achievement gaps, with White and Asian students outperforming Hispanic, socioeconomically disadvantaged (SED), and SWD students by 40–100 points. One major barrier to improvement is a lack of reading engagement among students, making it critical to build a strong reading culture to promote literacy development and academic success.

In Mathematics, Tafoya holds a Yellow rating, scoring 61.7 points below standard, showing 14.8 points of improvement. However, Hispanic students are in the Red category, scoring 98.6 points below standard, and performance has declined by 14.9 points. English Learners (EL) are also in the Red category, scoring 103.4 points below standard, indicating negative growth (-12.1 points).

In addition to academic concerns, student engagement in school activities, including arts and leadership programs, needs improvement. Research suggests that participation in Visual and Performing Arts (VAPA) programs enhances overall academic performance and social-emotional well-being. Ensuring all students have engaging enrichment opportunities can increase motivation and achievement.

Furthermore, financial literacy and college/career awareness are underdeveloped among students. Preparing students with foundational life skills, such as financial planning, career exploration, and goal setting, will contribute to long-term academic and career success.

Chronic absenteeism remains a concern, holding a Yellow rating, with 25.6% of students chronically absent, though some improvement has occurred. Students with Disabilities (SWD) have a higher-than-average absenteeism rate of 40.5%, placing them in the Orange category. Additionally, Asian students remain in the Red category, with 23.7% chronically absent, showing no significant change. Engaging school experiences and student-centered programming are critical to improving attendance rates.

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 Proficiency	2022–23 Estimated percentage of students scoring Mid or Above Grade Level (based on overall ELA data): 18–20% Grade-level trends from ELA overall indicate relatively low performance in reading comprehension. Substantial numbers of students were two or more grade levels below in grades 3–6 2023–24 Estimated percentage of students scoring Mid or Above Grade Level: 24–27% Grade 1: 24 students (Spring) Mid or Above Grade 3: 27 students (Spring) Mid or Above Grade 6: 32 students (Spring) Mid or Above Steady growth in most grades, with more students reaching “Early On” or higher levels in reading comprehension 2024–25 Estimated percentage of students scoring Mid or Above Grade Level: 28–30% Reading Comprehension: Literature (Winter): Grade 1: 18 students Mid or Above Grade 3: 22 students Mid or Above Grade 6: 17 students Mid or Above Reading Comprehension: Informational Text (Winter): Grade 1: 12 students Mid or Above Grade 3: 18 students Mid or Above Grade 6: 17 students Mid or Above Performance continued to improve across both genres, especially in grades 3 and 6	Expected Outcome (2025–26): Increase by 5–10% per grade in the percentage of students reading at or above grade level
Accelerated Reader Participation and Goal Completion	Baseline (2024–25): First year of implementation; baseline data to be collected through usage and goal achievement reports	Expected Outcome (2025–26): At least 70% of participating students meet their reading goals each trimester
Student Participation in VAPA Instruction	22-23: 37% of all 5th and 6th graders participated in band and/or strings. In addition, all 4th grade students (120) participate in violin. All teachers completed more than 1 VAPA lesson per trimester, and every grade level had a teacher come in and teach ART, once if not more. Although VAPA classes were not directly offered to all	Expected Outcome (2025-26); With the expanded funding available next year, we expect 100% participation in music, visual art, dance, and drama.

	students, we increased our after-school program, Expanding Minds, from 100 students to 210 students, and all students were exposed to many VAPA opportunities through the program. All students are eligible for our Expanding Minds program. 23-24: 37% of all 5th and 6th graders participated in band and/or strings. In addition, all 4th grade students (107 students) participated in violin. All teachers completed more than 1 VAPA lesson per trimester. Not all were provided by a docent or additional art teacher. However, Expanding Minds offered multiple VAPA opportunities to our 257 students in the after-school program. A new VAPA opportunity introduced this year, including a community performance, was Bollywood Dancing. All students are eligible for our Expanding Minds Program. 24-25: 29% of all 5th and 6th graders participate in band and/or strings. In addition, all 4th grade students (131 students) participate in violin. There are several after-school VAPA opportunities this year, including a GATE class and 3 art enrichment clubs offered by classroom teachers. All teachers continue to produce at least one VAPA lesson per trimester, and we continue to showcase art projects through our Weekly News and exhibits at the district office.	
Student Perception of Engagement and Relevance of Learning (CHKS & site-based survey)	CHKS data from the past three years show a gradual improvement in student engagement at Tafoya. School connectedness was reported at 66 percent in 2022–23, 65 percent in 2023–24, and increased to 68 percent in 2024–25. 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.	Expected Outcome (2025–26): At least 60% of students report that what they are learning is interesting, connected to real life, and motivates them to do their best
Participation in College and Career Readiness Activities (grades 4–6)	21-22: In June 2022, a college and career week occurred. Classes did not complete a showcase event each trimester, but teachers continued to	Expected Outcome (2025–26): 100% of 4th–6th grade students participate in at least one college or career

	show various colleges on Tuesdays. 22- 23: Teachers continued to showcase colleges weekly. We had a College and Career Week and a showcase the first week in June. We had a "College Pathways" event for our 4th, 5th, and 6th-grade parents to attend at the end of May. 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.	readiness activity; at least 25% of families attend College Pathways Night
Financial Literacy Lessons	No baseline	Expected Outcome (2025–26): 100% of students in grade 6 receive at least two financial literacy lessons
Teacher Implementation of Cross-Curricular Projects or Interdisciplinary Units	Baseline (2023–24): Informally implemented by a few teachers	Expected Outcome (2025–26): 100% of grade levels implement at least one interdisciplinary or project-based unit

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 is committed to fostering a lifelong love of reading and improving student literacy outcomes. Strategy 1.1 focuses on cultivating a school-wide culture that values reading through student choice, motivation, and structured reading engagement. To promote consistent and joyful reading experiences, the school will implement Accelerated Reader in grades 1–6. This platform provides individualized reading goals, tracks student progress, and rewards effort and achievement through teacher-guided incentives and classroom-based celebrations. Students are encouraged to read books at their level and interest, helping to build both fluency and enthusiasm for reading. To further motivate students, the school will continue replenishing and utilizing its book vending machine, with book tokens as Friday rewards to recognize positive behavior and academic effort. Pioneer High School will also build a Little Free Library on the Tafoya campus to increase library access for all students and families, especially outside regular school hours. Additionally, we plan	Strategy 1.1 will serve all grades 1–6 students by promoting reading engagement, fluency, and comprehension through schoolwide programs and classroom support. This strategy ensures every student can access high-interest reading materials and positive reading experiences, reinforcing a love of literacy. Students who will be served include: Students reading below grade level will benefit from increased time spent reading texts at their level and opportunities for goal-setting and celebration through Accelerated Reader.	9463 Title I Part A: Basic Grants Low-Income and Neglected 2000 Site Discretionary Book Club - stipend and book purchases

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	to host celebrations to recognize students who meet their reading goals with Accelerated Reader. These incentive programs are designed to promote a culture of reading and provide consistent, joyful reinforcement for student achievement. In addition, the school will continue to invest in high-interest library books that reflect student voice and choice. Each class will have the opportunity to help select new books to add to the school library, with an emphasis on diverse authors, topics, and genres that reflect the backgrounds and experiences of Tafoya students. This process encourages student ownership and increases engagement. The strategy also includes continuing the Book Club, an enrichment opportunity that supports reading comprehension, discussion, and critical thinking through shared reading experiences. Book Clubs will be open to students in various grade levels and may focus on specific genres or themes aligned to student interests. This strategy supports literacy development and a positive academic identity for all learners by focusing on student motivation, access to engaging texts, and school-wide reading initiatives. It complements Tier 1 reading instruction and ensures students learn to read and love reading.	English learners need regular exposure to accessible and culturally relevant books that support vocabulary development, language acquisition, and reading comprehension. Students with disabilities may require differentiated reading tools and structured programs like Accelerated Reader and Book Clubs to access and engage with reading successfully. Socioeconomically disadvantaged students, who may have limited access to books at home, will benefit from school-based reading incentives, access to the school library, and structured support. Students who are reluctant readers or disengaged from literacy will benefit from being able to choose books that interest them and participate in reading activities that build confidence and motivation. 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 creating a literacy-rich environment with consistent encouragement and meaningful incentives.	
1.2	SCHOOL ENGAGEMENT THROUGH VAPA Tafoya Elementary believes that access to the arts is essential for supporting creativity, motivation, and student engagement in school. Strategy 1.2 focuses on expanding visual and performing arts	Strategy 1.2 is designed to serve all students at Tafoya Elementary by providing equitable access to high-quality visual and performing	133,690 Arts and Music in Schools

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(VAPA) programming to ensure that all students have regular opportunities to explore artistic expression, build confidence, and connect with school meaningfully. For the 2025–26 school year, Tafoya will continue to fund VAPA teaching positions and a VAPA TOSA (teacher on special assignment) to deliver weekly instruction in music, visual arts, dance, and theater. These specialists will work with all grade levels to provide hands-on, standards-aligned instruction that integrates the arts with academic content and supports the development of 21st-century skills such as collaboration, communication, and critical thinking. In addition to staffing, the strategy includes funding for equipment and supplies to ensure students have access to high-quality materials. This may consist of musical instruments, art supplies, performance props, and digital tools that allow students to participate fully in various artistic disciplines. These materials make VAPA instruction engaging, relevant, and inclusive for all learners. By embedding arts instruction into the regular school day, this strategy ensures that VAPA is not limited to extracurricular settings and that all students, regardless of background or ability, can access creative experiences that support academic and personal growth. The arts also increase student motivation and school connectedness, which supports improved attendance, participation, and overall achievement.	arts instruction. Through this strategy, every student in grades TK–6 will participate in weekly art classes integrated into the regular school day. Students who will benefit most from this strategy include: Students who thrive in creative, hands-on environments may not otherwise have the opportunity to explore artistic expression. English learners benefit from visual and performance-based instruction that builds vocabulary, language development, and confidence through non-verbal and expressive modalities. Students with disabilities may engage more deeply through music, movement, and visual art, and benefit from multisensory learning opportunities. Socioeconomically disadvantaged students may have limited access to private art, music, or performance opportunities outside of school. Students at risk of disengagement from school, for whom participation in the arts can foster a greater sense of belonging, motivation, and school connectedness. This strategy promotes whole-child development, supports academic learning, and contributes to a positive and engaging school climate by embedding	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		VAPA instruction into the school day and ensuring student access.	
1.3	COLLEGE AND CAREER READINESS Tafoya Elementary is committed to helping students begin thinking about their futures and understanding the pathways available. Strategy 1.3 focuses on building college and career awareness from an early age through schoolwide events, classroom instruction, and targeted experiences that connect academic learning to real-world opportunities. This strategy includes dedicated time and resources for the annual College and Career Week, during which students participate in classroom activities, guest speaker visits, virtual tours, and presentations highlighting various college and career options. These events are designed to be engaging and developmentally appropriate, exposing students to a broad range of possibilities and sparking curiosity about future paths. Additionally, teachers will incorporate financial literacy lessons into the curriculum, especially in upper grades. These lessons will help students understand basic financial concepts such as saving, budgeting, and the value of money. This instruction supports life skills development and provides an entry point for discussions about college affordability, careers, and goal-setting. College and career content will also be integrated into the Weekly News and classroom routines throughout the year to reinforce key ideas. These efforts are designed to build knowledge, student motivation, long-term planning, and academic engagement by helping students make connections between what they are learning now and who they hope to become.	Strategy 1.3 will serve all students at Tafoya Elementary by helping them develop awareness of college and career opportunities, goal-setting skills, and real-world connections to their learning. While all students benefit from early exposure to future pathways, this strategy is incredibly supportive of: Students in grades 4–6 will participate in College and Career Week events, classroom discussions, and future-planning activities that promote post-secondary awareness. Students from socioeconomically disadvantaged backgrounds, who may have limited exposure to college and career information outside of school, benefit from structured guidance and early planning. English Learners and students with disabilities, whose participation in future readiness activities helps reinforce that all students can aspire to various academic and career pathways. Students not yet engaged in long-term academic planning may become more motivated when they understand how school connects to their future goals. Families of upper-grade students will be invited	2,800 Title I Part A: Basic Grants Low-Income and Neglected 600 Site Discretionary College & Career Week - Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		to College Pathways events and provided with information about A–G requirements, financial aid, and educational options beyond high school. This strategy supports academic motivation, goal-setting, and equitable access to college and career readiness skills by making future planning a consistent part of the school experience and engaging all students in thinking about who they want to be.	

Annual Review

SPSA Year Reviewed: 2024-25

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 2024–25 school year, Tafoya focused on increasing student achievement through improved instruction, academic support, and engagement strategies aligned with Goal 1. Several efforts were implemented to strengthen core learning, motivate students, and lay the groundwork for long-term improvement in ELA and math.

In English Language Arts, our librarian, Suzette Legrady, launched a popular after-school book club that drew consistent student interest and participation. This club helped generate excitement around reading, especially among upper-grade students, and provided an additional opportunity to build comprehension and fluency outside the school day. In addition, the school offered after-school intervention for students performing below grade level, particularly in reading and math. According to the Winter 2025 i-Ready diagnostic, many students made measurable progress in both subjects. For example, in Grade 3 math, 40 students moved up at least one performance level between fall and winter, indicating that intervention strategies support growth. However, i-Ready data also show persistent academic gaps: in Grade 2 reading, 73 students were below grade level, including 23 who were behind two or more grade levels.

Visual and Performing Arts instruction remained limited in 2024–25. Music instruction was only available for 4th–6th grade students participating in band or strings, and aside from visual art lessons delivered by classroom teachers, there was little VAPA instruction in primary grades. Students and families have repeatedly expressed interest in more access to arts education, as reflected in both the Youth Advisory Council and parent surveys. The school is preparing to expand its VAPA offerings significantly in 2025–26, using new state funding to implement weekly arts instruction for all students.

Efforts to engage students in college and career awareness were in progress throughout the year. Weekly News segments highlighted future pathways, and classroom discussions introduced financial literacy and career exploration in upper grades. While some students reported learning about jobs and college, survey results showed that many students want more structured opportunities to explore careers, hear from professionals, and visit college campuses.

Student and staff survey data provide essential insight into implementation effectiveness. Only 24% of parents strongly agreed that the school motivates students to learn (CHKS 2024–25), and student input reflected a desire for learning to

feel more connected to real life. The Staff Needs Assessment echoed this, with teachers calling for more professional development on instructional engagement strategies and cross-curricular planning. Students also requested more clubs, hands-on learning, and greater ownership over their learning experiences.

Overall, the 2024–25 strategies under Goal 1 were partially successful. After-school support and enrichment boosted engagement and reinforced learning for many students. Academic growth was evident in i-Ready diagnostics, especially in math. However, foundational literacy gaps remain, and instructional engagement is a clear area for development. The school is well-positioned to build on this year's progress by expanding arts instruction, deepening academic interventions, and increasing relevance and connection in core content areas next year.

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 2024–25 academic year, implementation of Goal 1 generally aligned with the intended strategies, but there were some notable differences in program delivery and fund utilization.

Firstly, while the SPSA acknowledged a need to expand arts access, no formal VAPA program was implemented during the regular instructional day for primary grades due to a lack of available funding and staffing. The intended expansion of VAPA, including dance, theater, and structured music for all grade levels, was postponed to 2025–26, pending the arrival of new state funding. As a result, funds allocated for VAPA development were not fully expended in 2024–25. College and career readiness activities were implemented as planned, including segments in the Weekly News and a College Pathways event. However, limited staffing and time prevented more frequent classroom integration of financial literacy and future planning lessons. While the core goals of promoting academic achievement and student engagement remained a focus, several strategies evolved based on student interest, staffing capacity, and funding availability. These shifts will be reflected in the updated 2025–26 SPSA, where the expanded book club, VAPA instruction, and interdisciplinary teaching will be formalized and fully funded.

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 data analysis, several changes will be made to Goal 1 in the 2025–26 SPSA to address student academic needs better and increase engagement through enrichment and relevance.

First, the strategies will be refined to reflect programs currently in place and those being launched. Since Accelerated Reader is not used at Tafoya, its references have been removed. Instead, Strategy 1.1 will highlight the continued development of the after-school book club, which was successfully implemented in 2024–25 and shown to increase student interest in reading. In addition, early literacy and foundational reading interventions will be emphasized, particularly in grades K–3, in response to i-Ready data showing high numbers of students two or more years below grade level.

Second, Strategy 1.2 will be significantly expanded. In 2024–25, art instruction was limited to voluntary 6th-grade band and strings, with no access for younger students. In 2025–26, new state funding will support the implementation of weekly, school-wide VAPA instruction, including visual arts, music, dance, and theater. This change is reflected in the updated strategy language and associated expenditures in the SPSA budget.

Third, under Strategy 1.3, college and career readiness activities will be broadened and made more visible to students. Student feedback from the Youth Advisory Council indicated a strong interest in learning about future careers and visiting a college campus. As a result, the plan includes more structured career exploration activities, such as guest speakers, classroom projects, and a potential college field trip for upper-grade students.

Two new metrics have been added to reflect evolving priorities: one measuring student perception of relevance and engagement in academic content and one tracking teacher feedback on the effectiveness of professional development related to engagement strategies. These metrics reflect a shift in focus toward interdisciplinary and project-based learning in alignment with staff and student needs assessment results. These additions appear in the updated metrics section for Goal 1 in the SPSA.

Overall, the annual outcomes for Goal 1 remain focused on improving ELA and math achievement but now include broader and more holistic indicators of student engagement and instructional relevance. All changes to Goal 1 strategies, metrics, and expected outcomes are reflected in the 2025–26 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 2023–24 California School Dashboard and internal i-Ready diagnostic data highlights key areas at Tafoya Elementary requiring targeted support to address gaps in academic achievement, chronic absenteeism, and social-emotional well-being, particularly among students with disabilities, English Learners, and socioeconomically disadvantaged students.

Academic Achievement

Dashboard data show that overall school-wide performance in English Language Arts (ELA) remains in the orange performance band, with students scoring 41.4 points below standard. Although there was a gain of 1.9 points, progress is slow. The i-Ready ELA diagnostic from winter 2025 reflects this trend: for example, in grade 1, 74 students were still performing one grade level below, and eight students were two grade levels below. Only 15 students in that grade were performing at or above grade level. In grade 2, 50 students were one grade level below, and 23 students were two grade levels below in winter, despite some improvement from the fall.

In mathematics, Dashboard results show the school is in the yellow band, scoring 61.7 points below standard and a notable 14.8-point increase from the previous year. However, i-Ready data still shows a considerable need in foundational math. For instance, in grade 2 math, 59 students were one grade level below and 16 were two grade levels below in winter 2025. While growth is evident, a large proportion of students remain behind in basic math skills, especially in grades 3–5. These findings affirm the continued need for small group intervention, hands-on learning, and targeted instruction in ELA and math.

Chronic Absenteeism

Tafoya's school-wide chronic absenteeism rate improved significantly to 25.6%, earning a yellow performance level. However, performance gaps remain. According to the Dashboard, students with disabilities had a chronic absenteeism rate of 28%, placing them in the orange band. Socioeconomically disadvantaged students and English Learners also exhibited elevated absenteeism rates, though all groups showed improvement from the previous year. While the trend is moving positively, reducing absenteeism further, especially in primary grades where foundational learning occurs, remains a critical priority.

Social-Emotional Well-Being and Student Safety

The school's suspension rate declined to 1.5%, placing Tafoya in the green category. This improvement reflects successful efforts in strengthening PBIS systems, increasing supervision, and implementing restorative practices. However, students with disabilities were suspended at a rate of 9.6%, placing this subgroup in the red performance level. This continues to signal an equity issue in behavioral response and the need for improved Tier 2 and Tier 3 behavioral supports, particularly within inclusive classroom environments.

Student Perception Data—gathered through site-based surveys, the Youth Advisory Council, and the California Healthy Kids Survey—revealed concerns about peer conflict, bullying, and a lack of safety in restrooms and playgrounds. While students reported feeling supported by staff and valued programs like PBIS and Little Heroes, they also desired more consistent adult intervention and better supervision during recess. These concerns were addressed by increasing noon duty staffing and opening the “Hawk Hangout,” an indoor recess option promoting inclusion and emotional regulation.

Conclusion

While Dashboard and local data show improvement in key areas such as math growth and overall suspension rates, persistent equity gaps remain, particularly for students with disabilities, English Learners, and those facing attendance barriers. The school will continue to strengthen first instruction, expand intervention and enrichment opportunities, and increase behavior and wellness support to ensure that each student's academic and social-emotional needs are met within a safe and supportive environment.

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
CAASPP – ELA Academic Performance	2021–22 Performance Level: Low Distance from Standard (DFS): 51 points below standard Change: Not reported (status-only year due to COVID) Percentage Meeting or Exceeding Standards: 30% Notable Subgroups: English Learners: Very Low (-75.5 DFS) Students with Disabilities: Very Low (-112.7 DFS) White: Low (-25.3 DFS) 2022–23 Performance Level: Yellow Distance from Standard (DFS): 43.3 points below standard Change from 2021–22: +7.7 points Percentage Meeting or Exceeding Standards: 36% Notable Subgroups: English Learners: Orange (-71.3 DFS, increased by 4.2) Students with Disabilities: Red (-114.7 DFS, slight decline) White: Yellow (-8.2 DFS, increased by 17.1) 2023–24 Performance Level: Orange Distance from Standard (DFS): 41.4 points below standard Change from 2022–23: +1.9 points Percentage Meeting or Exceeding Standards: 36% Notable Subgroups: English Learners: Yellow (-68.2 DFS, increased by 3.1) Students with Disabilities: Orange (-102.7 DFS, increased by 12) White: Orange (-13.8 DFS, declined by 5.5)	Students will improve the distance from standard in each subject Expected Outcome (2025–26): Improve to no more than 35 points below standard; move closer to Yellow
CAASPP – Math Academic Performance	2021–22 Performance Level: Low Distance from Standard (DFS): 70.1 points below standard Change: Not reported (status-only year due to COVID) Percentage Meeting or Exceeding Standards: 22% Notable Subgroups: English Learners: Low (-91.3 DFS) Students with Disabilities: Very Low (-125.3 DFS) White: Low (-42.8 DFS)	Expected Outcome (2025–26): Reduce overall distance from standard to below 55 points; move key subgroups out of the Red band

	2022–23 Performance Level: Orange Distance from Standard (DFS): 76.5 points below standard Change from 2021–22: Decreased by 6.4 points Percentage Meeting or Exceeding Standards: 21% Notable Subgroups: English Learners: Red (-103.4 DFS, declined by 12.1) Students with Disabilities: Red (-142.3 DFS, declined by 17) White: Yellow (-29.8 DFS, increased by 13) 2023–24 Performance Level: Yellow Distance from Standard (DFS): 61.7 points below standard Change from 2022–23: Increased by 14.8 points Percentage Meeting or Exceeding Standards: 27% Notable Subgroups: English Learners: Yellow (-94 DFS, increased by 9.4) Students with Disabilities: Orange (-114.2 DFS, increased by 28.1) White: Orange (-30.7 DFS, maintained)	
i-Ready Diagnostic – ELA & Math Proficiency	2022–23 ELA Percentage of students Mid or Above Grade Level (Spring): 30% (estimated from counts) Notable grade-level trends: Grade 1: 20 students Mid or Above Grade 4: 27 students Mid or Above Grade 6: 35 students Mid or Above A wide range of students scoring 1 or more grade levels below in grades 2–5 2022–23 Math Percentage of students Mid or Above Grade Level (Spring): approximately 16% Notable grade-level trends: Grade 1: 10 students Mid or Above Grade 4: 11 students Mid or Above Grade 6: 18 students Mid or Above Large portions of students in grades 2–6 were performing two or more grade levels below 2023–24 ELA Percentage of students Mid or Above Grade Level (Spring): 32% (estimated from counts) Notable grade-level trends: Grade 1: 24 students Mid or Above	Expected Outcome (2025–26): Increase percentage of students at or above grade level by at least 5–10% per grade in both subjects; reduce number of students two or more years below grade level

	Grade 4: 21 students Mid or Above Grade 6: 32 students Mid or Above Slight increases in Early On and Mid/Above performance across most grades 2023–24 Math Percentage of students Mid or Above Grade Level (Spring): approximately 20% Notable grade-level trends: Grade 1: 12 students Mid or Above Grade 4: 4 students Mid or Above Grade 6: 13 students Mid or Above Slight increase in students performing at higher levels, especially in primary grades 2024–25 ELA Percentage of students Mid or Above Grade Level (Spring): 34% (estimated from counts) Notable grade-level trends: Grade 1: 31 students Mid or Above Grade 4: 19 students Mid or Above Grade 6: 36 students Mid or Above Continued decline in students scoring 2+ grade levels below, especially in Grade 1 2024–25 Math Percentage of students Mid or Above Grade Level (Spring): approximately 22% Notable grade-level trends: Grade 1: 12 students Mid or Above Grade 4: 5 students Mid or Above Grade 6: 17 students Mid or Above More students reached "Early On" or "Mid or Above" performance across most grades	
California School Dashboard – Chronic Absenteeism (All Students)	2021–22 Performance Level: Very High Chronic Absenteeism Rate: 42.5% Notable Subgroups: Students with Disabilities: Very High (53.4%) Socioeconomically Disadvantaged: Very High (47.8%) English Learners: Very High (51.3%) Hispanic: Very High (49.8%) White: Very High (34.2%) Asian: Very High (24%) 2022–23 Performance Level: Yellow Chronic Absenteeism Rate: 32.8% Change from 2021–22: Decreased by 9.7% Notable Subgroups:	Expected Outcome (2025–26): Reduce overall chronic absenteeism to 20% or lower; reduce for students with disabilities to 22% or lower. Reduce the chronic absenteeism rate for two or More Races students from 31.3% to 24.3% by the end of the 2025–26 school year, decreasing by at least 7 percentage points to move out of the red performance band.

	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%)	
California School Dashboard – Suspension Rate (All Students)	2021–22 Performance Level: High Suspension Rate: 5.5% of students suspended at least one day Notable Subgroups: Students with Disabilities: Very High (9.1%) Socioeconomically Disadvantaged: Very High (6.2%) Two or More Races: Very High (17.4%) English Learners: High (3.8%) Hispanic: High (5.7%) White: High (4.9%) 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%	Expected Outcome (2025–26): Maintain Green performance overall; reduce suspension rate for students with disabilities to below 6%

	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)	
California Healthy Kids Survey – Student Perception of Safety and School Connectedness	2022–23 73 of 105 5th grade students completed CHKS (53% participation). 66% of students reported feeling connected to school. 73% reported feeling safe at school. 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	Expected Outcome (2025–26): Increase to 80% of students reporting feeling safe or very safe
SAEBRS – Percentage of students classified as "Low Risk" across Social, Academic, and Emotional-Behavioral domains. Students who are classified as Low Risk according to the Student Overall Social, Academic, and Emotional Behavior Risk Screener demonstrate strengths across three domains (social skills, academic engagement, emotional/behavioral regulation) and do not require additional supports beyond universal Tier 1 interventions.	Spring 2021–22 81% classified as low-risk Spring 2022–23 82% classified as low-risk Spring 2023–24 78% classified as low-risk	Increase the percentage of students classified as "Low Risk" to 78% by Spring 2026.
California Healthy Kids Survey – Prevalence of Bullying	2022–23 48% of 5th grade students reported being bullied at school in the past 12 months 2023–24 46% of 5th grade students reported being bullied at school in the past 12 months 2024–25 42% of 5th grade students reported being bullied at school in the past 12 months	Expected Outcome (2025–26): Decrease reported incidents by at least 10 percentage points
Bullying Report - Responsiveness to Bullying	2022-2023: 77% of students said that adults at their school would try to put a	Expected Outcome: Increase student perception of responsiveness to 80%

	stop to it when a student is being bullied at school.	
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.	Expected Outcome (2025–26): 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. (No past data)	Expected Outcome (2025–26): 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 signifying initial implementation, and 10 signifying full implementation	23-24: Self Evaluation for Professional Learning Community (PLC) Implementation was given in April 2024 (26 respondents). Average score from 17 questions on a scale of 1-10: 7.70 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	Tafoya will improve their Self Evaluation score by at least 0.5 (8.66 or higher) as measured by the Self Evaluation for Professional Learning Community (PLC) Implementation given in April of 2025.
Performance Level on the ELPI	2021–22 Performance Level: Low Percent making progress toward English proficiency: 42.2% Number of English Learner (EL) students: 161 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	Expected Outcome (2025–26): Increase to at least 50% progressing or maintaining, moving toward the Medium performance level

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	SOCIAL AND EMOTIONAL INTERVENTIONS To address ongoing concerns about student well-being, behavior, and school climate, Tafoya Elementary will continue to invest in a comprehensive set of social-emotional interventions in the 2025–26 school year. Strategy 2.1 is focused on creating a safe, inclusive environment that supports all students, particularly those facing behavioral, emotional, or peer-related challenges. Key data from the 2023–24 California School Dashboard and site-based surveys point to the need for expanded supervision, more consistent behavior systems, and targeted SEL instruction. Although the school-wide suspension rate dropped to 1.5% and earned a green performance level, students with disabilities were suspended at a rate of 9.6%, placing them in the red band. Student surveys and input from the Youth Advisory Council highlighted concerns about bullying, teasing, and safety on the playground and in restrooms. Findings from the California Healthy Kids Survey reinforce these concerns. Among 5th and 6th grade students surveyed, only 31% agreed that students are well-behaved, and 52% reported being teased or called names. Additionally, 45% of students said they had been pushed or hit by another student, and just 37% agreed they had meaningful opportunities to contribute at school. Only 65% of students said there were adults who really cared about them, suggesting a need to strengthen student-adult relationships on campus further. To proactively address these challenges, the school will continue to fund additional noon duty supervision and provide training for all noon duty staff to ensure a consistent and supportive adult presence across campus. The Hawk Hangout—a quiet, supportive space available during lunch and recess—will be staffed to provide students with an alternative to the playground when they need time to reset, regulate emotions, or take a sensory break. The space has proven popular and effective, especially for students who benefit from structured, lower-stimulation environments. Tafoya will also implement the Second Step Bullying Prevention Unit, a research-based curriculum designed to explicitly teach students how to recognize, report, and refuse bullying. This instruction will be embedded into the school's social-emotional learning calendar and delivered by teachers and support staff.	Strategy 2.1 is designed to serve all students at Tafoya Elementary, focusing on students who require additional social-emotional or behavioral support. This includes: Students with disabilities, who are disproportionately represented in suspension data, may need more intensive behavioral or sensory support to access the school environment successfully. English Learners and socioeconomically disadvantaged students often face additional stressors that can impact emotional regulation, behavior, and peer relationships. Students exhibiting chronic or escalating behavior challenges may benefit from Tier 2 or Tier 3 interventions through the PBIS framework and Hawk Hangout. Students experiencing peer conflict, bullying, or difficulty during unstructured times, such as recess or lunch. The Wellness Team identified students who needed additional SEL supports, whether through referrals, teacher input, or self-reporting. While Tier 1 supports, such as PBIS expectations and bullying prevention lessons, will reach the	14,400 Title I Part A: Basic Grants Low-Income and Neglected 21,318 Supplemental/Concentration 2605 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	The school will continue to strengthen its PBIS framework to ensure consistency in expectations and responses to behavior. This includes funding for a designated PBIS teacher leader, behavior-focused professional development, student incentives, and printed materials. PBIS rewards, Scholastic books, and classroom-based recognition systems will help reinforce positive behaviors. Students will be explicitly taught school-wide expectations and supported in developing prosocial skills across settings. Through these coordinated actions, Strategy 2.1 aims to reduce suspension rates, promote equitable behavior support, improve student feelings of safety and belonging, and foster a campus environment where all students can learn and grow confidently.	entire student body, the Hawk Hangout, targeted SEL lessons, and individual support plans will provide equity-based, differentiated support for students who require more intensive intervention to be successful socially and emotionally.	
2.2	FAMILY ENGAGEMENT To support students' academic and social-emotional growth, Tafoya Elementary will continue to invest in purposeful and inclusive parent engagement strategies. Strategy 2.2 is designed to strengthen family-school partnerships by ensuring parents and caregivers feel welcomed, informed, and equipped to support their children's learning and well-being. Recognizing that effective family engagement contributes to improved student outcomes—including attendance, behavior, and academic success—Tafoya's 2025–26 plan includes actions that honor cultural and linguistic diversity and reduce barriers to participation. This strategy will provide translated materials and interpretation services for school events, meetings, and written communication so that all families, particularly those of English Learners, can fully access school information and decision-making opportunities. The school will also dedicate resources to hospitality and materials to support family-facing events such as Back-to-School Night, parent-teacher conferences, Family Literacy and Math Nights, and informational workshops. These gatherings are designed to build community and inform parents about school-wide initiatives like PBIS, i-Ready, and literacy interventions, and help them understand how to support learning at home. In addition, Tafoya will continue to gather input from families through surveys, ELAC and SSC meetings, and informal outreach efforts, using parent voice to inform future strategies and programming. This two-way communication builds trust and fosters a school climate where families are active partners in their children's education.	Strategy 2.2 will serve all students at Tafoya Elementary by strengthening the connection between school and home. Still, it is mainly designed to support students whose families may face barriers to engagement. This includes: English Learners, whose families benefit from translated materials and interpretation at school meetings and events to ensure full access to information and participation in decision-making. Students with disabilities, whose families often require more frequent communication, collaboration, and support in navigating services and intervention strategies. Socioeconomically disadvantaged students, who may be at greater risk for chronic absenteeism or inconsistent academic support due to challenges at home.	1802 Title I Part A: Parent Involvement 1428 Supplemental/Concentration 1000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Through this strategy, Tafoya aims to increase family attendance at school events, improve communication with families of underrepresented groups, and ensure that all parents have the tools and confidence to support their child's academic and social-emotional development.	Students with behavioral or academic needs, whose success depends partly on consistent reinforcement and shared expectations between school and family. Students from underrepresented or historically marginalized communities, whose families may feel disconnected from school systems, benefit from intentional relationship-building efforts and culturally responsive outreach. This strategy helps ensure that all students—especially those most in need of support—receive consistent encouragement and advocacy from their educators and caregivers by creating more accessible, inclusive, and welcoming opportunities for family involvement.	
2.3	ACADEMIC INTERVENTION - SMALL GROUPS To accelerate academic growth and close achievement gaps, Tafoya Elementary will continue to provide targeted small-group instruction for students performing below grade level in English Language Arts and Mathematics. This strategy focuses specifically on staffing and services that deliver direct academic support during the school day and after school. Despite recent gains, current data show that large numbers of students remain below grade level. In 2024–25, i-Ready results revealed that many students in grades 3–6 were performing two or more grade levels below expectations in both reading and math. Dashboard data confirms that students with disabilities, English Learners, and socioeconomically disadvantaged students continue to face the widest gaps.	Strategy 2.3 is designed to serve all students who are performing below grade level in reading and math, with a particular focus on student groups identified as having the most significant achievement gaps. This includes: Students with disabilities, many of whom require additional small group instruction, intervention programs, and differentiated support to access grade-level content and make academic progress.	66,000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	For 2025–26, Tafoya will maintain two site-funded intervention teachers—one focused on the primary grades and the other on intermediate. These educators will provide intensive, small-group instruction aligned with identified student needs. After-school intervention provided by classroom teachers will also continue as a key support, offering additional instructional time to help students master foundational skills and build confidence. By focusing on sustained, small-group interventions delivered by skilled staff, this strategy aims to decrease the number of students significantly below grade level and ensure that more students are accessing core content with success. Instruction will be informed by assessment data and coordinated with classroom teachers to maximize impact.	English Learners, who may need focused language development and literacy interventions to support their growth in reading comprehension, vocabulary, and foundational skills. Socioeconomically disadvantaged students, who often face additional barriers to academic success and benefit from extended learning time, access to instructional tools, and targeted small group instruction. Students identified through i-Ready, SIPPS placement, teacher observation, or assessment data as being one or more grade levels below in English Language Arts or math. Students requiring additional instructional time outside of core instruction, including those served through after-school intervention programs. While intervention supports will be available to any student in need, the primary goal of this strategy is to close persistent achievement gaps and ensure that all students, especially those from historically underserved populations, receive high-quality, targeted instruction that allows them to make meaningful academic gains.	
2.4	ACADEMIC INTERVENTION - SUPPLEMENTAL CURRICULUM & ASSESSMENT TOOLS This strategy supports the implementation of high-quality academic intervention through supplemental	Strategy 2.4 is designed to serve all students who are performing below grade level in English Language Arts and	27,500 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	curriculum, digital platforms, and assessment tools that allow for targeted instruction and progress monitoring. These resources are essential in providing differentiated instruction and ensuring that students receive timely support aligned with their specific learning needs. To address significant skill gaps, Tafoya will continue to utilize a variety of programs that supplement core instruction and intervention. These tools support both ELA and mathematics, helping students build fluency, comprehension, number sense, and conceptual understanding. Platforms such as i-Ready, Reflex/Frax, Renaissance Star, and ESGI provide adaptive practice and real-time data to guide instructional decisions. To build writing fluency and confidence, the school will also implement WeWillWrite, a supplemental curriculum designed to give students frequent, structured writing practice across genres. This platform supports both independent and teacher-guided writing routines, helping students grow as writers over time. In addition to online tools, the school will maintain licenses and subscriptions for supplemental print materials such as Scholastic magazines, which integrate reading with science and social studies content, helping to engage students while expanding background knowledge and vocabulary. These tools also support effective data use. Teachers will use assessment results from these programs to form intervention groups, adjust instruction, and monitor student progress throughout the year. This strategy also includes licenses for Class Creator, which helps organize balanced class rosters, and funds extra duty and roving subs to facilitate staff collaboration around intervention and assessment. By investing in these tools, Tafoya aims to ensure that every student—especially those below grade level—receives instruction that is personalized, engaging, and grounded in meaningful data.	mathematics, as identified through i-Ready and classroom assessments, with a particular focus on student groups identified as having the most significant achievement gaps. This includes: English Learners, who benefit from vocabulary development, differentiated reading materials, and language-rich content in programs like Scholastic magazines and i-Ready. Students with disabilities, who require scaffolded, data-informed instruction and frequent progress monitoring. Socioeconomically disadvantaged students, many of whom have less access to enrichment opportunities outside of school and benefit from engaging, adaptive tools that support foundational skill growth. Primary grade students (TK–2), through tools like ESGI and foundational fluency assessments that help catch and address learning gaps early. Teachers and instructional staff, who use these tools to track progress, form intervention groups, and tailor instruction. The ultimate goal is to provide all students—especially those who have historically been underserved—with equitable access to rigorous, targeted, and	20,800 Supplemental/Concentration 17,000 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		data-driven academic supports.	
2.5	PROFESSIONAL DEVELOPMENT & COLLABORATION FOR TEACHERS To ensure that all students receive high-quality first instruction and effective intervention, Tafoya Elementary will continue to invest in relevant, collaborative, and goal-aligned professional development. Strategy 2.5 is designed to equip teachers and support staff with the training, time, and tools necessary to meet diverse student needs, implement research-based practices, and collaborate meaningfully around student learning. For the 2025–26 school year, Tafoya will fund multiple professional development opportunities. These include participation in a July Professional Learning Community (PLC) conference, which provides essential time before the school year to strengthen collaboration, refine assessment practices, and align instructional planning. In addition, teachers will attend the UC Davis Math Project Saturday Series, with a focus on building conceptual understanding, number sense, and engaging, equitable math instruction. Tafoya will also support teacher-led conferences, offering stipends and release time so that staff can attend high-impact trainings and share key learnings across grade levels. This approach encourages teacher agency and fosters a culture of continuous improvement grounded in shared expertise. Roving substitutes and extra duty pay will ensure that teachers have protected time to participate in IEPs, SSTs, data reviews, intervention planning, and peer observations. Professional development efforts will be intentionally aligned with schoolwide priorities: strengthening Tier 1 instruction, supporting English Learners and students with disabilities, and deepening teacher capacity in universal design for learning (UDL), engagement strategies, and data-informed instruction. Research strongly supports this investment. According to John Hattie (2009), collective teacher efficacy—teachers’ shared belief in their ability to positively affect students—is the single most powerful influence on student achievement, with an effect size of 1.57. Professional Learning Communities are a key driver of this efficacy, enabling teachers to analyze student work, adjust instruction in real time, and continuously improve outcomes. By investing in the growth and collaboration of its educators, Tafoya aims to build a highly effective, equity-focused teaching force	Strategy 2.5 will serve all students by improving the quality and consistency of classroom instruction school-wide. The professional development and collaboration supported through this strategy are designed to strengthen teacher capacity in delivering standards-based instruction, using data to guide teaching, and implementing responsive interventions that address a wide range of student needs. While all students will benefit, this strategy is especially designed to support: Students with disabilities, who require differentiated instruction, accommodations, and individualized support to access rigorous content and achieve academic progress. English Learners, who benefit from integrated language development, culturally responsive practices, and structured opportunities for academic discourse. Socioeconomically disadvantaged students, who often rely on strong Tier 1 instruction and targeted academic supports to overcome systemic barriers to learning. Students performing below grade level, including those receiving small-group or Tier 2 interventions, whose success depends on	14,232 Title I Part A: Basic Grants Low-Income and Neglected 12,926 Supplemental/Concentration 1,500 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	that meets the academic and social-emotional needs of all students.	high-quality initial instruction and early, targeted support. Students with diverse learning profiles, including those with advanced academic needs, behavioral challenges, or inconsistent performance, who require adaptive, student-centered approaches and supportive learning environments. This strategy strengthens teacher practice through sustained, job-embedded professional learning and collaboration—ensuring that every student, regardless of background or ability, has access to rigorous, engaging, and effective instruction every day.	

Annual Review

SPSA Year Reviewed: 2024-25

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.

In 2024–25, Tafoya implemented a broad set of strategies to address students’ academic and social-emotional needs through high-quality instruction, intervention, behavior support, and enrichment. These efforts were carried out across classrooms, intervention settings, and campus-wide systems of support, with a clear focus on helping all students thrive.

On the academic side, the partnership with the UC Davis Math Project continued to provide real-time professional development, albeit at a reduced level due to budget constraints. The program director, Miss Diana, visited campus 14 times, co-teaching hands-on math lessons with teachers, helping plan units and assessments, and supporting Professional Learning Communities (PLCs). Teacher feedback, classroom observations, and i-Ready Math growth data reflect the impact of this embedded support, particularly in grades like third, where 40 students moved up one or more levels between fall and winter diagnostics. While direct coaching will end next year, the school plans to fund teacher participation in the UC Davis Saturday Series to sustain professional learning.

The school also strengthened its PLC culture, sending three teachers and two administrators to a national PLC conference and allocating additional district-funded PLC time for collaborative planning and data analysis. Teachers used this time to adjust instruction, group students for intervention, and design common assessments.

To support students performing below grade level, Tafoya maintained two intervention teachers, who used i-Ready Toolkit, Reflex, Frax, Scholastic Reader, and Read Live (for RSP in 5th–6th grade) to provide targeted instruction in reading and math. SIPPS continued to be used by intervention staff for foundational literacy work, and based on its success, the school plans to expand SIPPS access to general education classrooms next year. Despite these supports, i-Ready Reading data show persistent needs, particularly in early grades. For example, in Grade 2, 73 students were below grade level in reading, including 23 who were two or more levels behind. These findings underscore the need to deepen early intervention and foundational skills instruction.

On the social-emotional side, the school continued implementing PBIS schoolwide, including an increased emphasis on game rule consistency during recess and active supervision training for noon duty staff. These adjustments were made in direct response to feedback from student surveys, the Youth Advisory Council, and the California Healthy Kids Survey. For example, 72% of students said they feel safe at school, 52% reported being called bad names or teased, and only 31% said students are well-behaved, highlighting the need for consistent behavior expectations and adult presence.

To address this, the Hawk Hangout remained a heavily used Tier 2 support, offering students a quiet, supportive indoor space during recess and lunch. Many students chose this space to self-regulate, receive mentorship, or avoid conflict. Staff reported it as a valuable intervention for preventing escalation and promoting inclusion. Additionally, the Wellness Team met weekly to review referrals, monitor student progress, and provide layered support. This year, the team deliberately tried to track student outcomes more closely, ensuring follow-through on interventions and coordination between academic and behavioral supports.

In summary, the strategies and activities under Goal 2 were implemented with fidelity and have shown positive outcomes, particularly in math growth, PLC implementation, and improved student behavior support. Continued attention is needed to address early literacy gaps and persistent issues around peer conflict and engagement in unstructured settings. The groundwork laid this year positions the school well for scaling these supports in 2025–26.

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, a few key adjustments were made based on emerging needs during the school year.

One notable difference was the unplanned purchase of new radios for staff communication. These radios were acquired to improve campus-wide communication, particularly during recess and transitions, and to increase staff responsiveness to student safety and behavior issues. Although not initially included in the 2024–25 SPSA budget, the radios became urgent as the school addressed concerns about bullying, peer conflict, and inconsistent supervision in unstructured areas. The investment aligned closely with Goal 2's focus on student safety and social-emotional well-being, and the cost was covered through site funds.

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 the 2024–25 data review and implementation analysis, several targeted changes will be made to Goal 2 and its associated strategies, metrics, and annual outcomes to ensure continued progress in supporting students' academic and social-emotional needs.

First, the goal will remain the same, but metrics will be updated to reflect a more precise focus on Tier 1 instruction and student engagement. Metrics related to i-Ready performance will continue to track the percentage of students meeting growth targets in both ELA and math.

Strategy 2.1 (Social-Emotional Interventions) will also be refined to reflect lessons learned from this year's implementation. The school plans to continue PBIS and the Hawk Hangout, and will formalize the training and behavior tracking systems used by noon duty staff and the Wellness Team. In response to Healthy Kids Survey data showing high levels of teasing and name-calling and only 31% of students reporting that peers behave well, the school will also add the Second Step Bullying Prevention Unit to its social-emotional learning plan. This research-based curriculum will be taught in all classrooms and directly address student behavior, bullying prevention, and peer relationships. This change will be reflected in the revised description of Strategy 2.1 and is supported in the SPSA budget and materials plan.

Finally, the PLC structure under Strategy 2.5 will continue, with staff development time allocated for grade-level data analysis, common formative assessment development, and small-group planning. These efforts are helping improve alignment and instruction and will remain a core part of the strategy going forward. Also under Strategy 2.5, the focus will shift from on-site coaching with the UC Davis Math Project to off-site participation in the UC Davis Saturday Series. This adjustment is due to cost limitations and is reflected in the updated budget and action steps for 2025–26. In addition, the 2025–26 SPSA will include funding for teacher-led professional development, allowing experienced staff to facilitate sessions on instructional strategies, engagement techniques, and academic interventions. This structure will support shared leadership, build internal capacity, and ensure that professional learning remains relevant and connected to classroom practice.

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.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard – ELA Academic Performance for English Learners	2021–22 English Learners Performance Level: Very Low Distance from Standard (DFS): 75.5 points below standard Reclassified English Learners DFS: 11.9 points below standard 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: 10.3 points above standard Change from last year: Increased by 2.6 points	Expected Outcome (2025–26): Improve EL performance to no more than 60 points below standard; maintain or improve outcomes for reclassified students
California School Dashboard – Math Academic Performance for English Learners	2021–22 English Learners Performance Level: Low Distance from Standard (DFS): 91.3 points below standard Reclassified English Learners DFS: 49.5 points below standard 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	Expected Outcome (2025–26): Improve to below 90 points below standard; move into the Orange band

	Reclassified English Learners DFS: 30.5 points below standard Change from last year: Increased by 8.2 points	
California Dashboard – English Learner Progress Indicator (ELPI)	2021–22 Performance Level: Low Percent making progress toward English proficiency: 42.2% Number of English Learner (EL) students: 161 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	Expected Outcome (2025–26): Increase to at least 50% progressing or maintaining, moving toward the Medium performance level
Reclassification Rate for all ELs	2021–22 Reclassified: 18 out of 190 students Reclassification Rate: 10% 2022–23 Reclassified: 17 out of 226 students Reclassification Rate: 8% 2023–24 Reclassified: 37 out of 212 students Reclassification Rate: 17.5%	Expected Outcome (2025–26): Increase to 20% or higher
Reclassification Rate for LTEL Students	21-22: 18 students are Long Term English Learners 54 At-Risk of becoming Long-Term English Learners 22-23: 5 students are Long Term English Learners 43 At-Risk of becoming Long-Term English Learners 23-24 0 students are Long Term English Learners 22 At-Risk of becoming Long-Term English Learners	We will decrease our Long Term English Learners and At-Risk of becoming Long Term English Learners by 10% each 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.

Reclassification Rate of Dually-Identified SPED/EL students	Baseline: 0% -- no students are taking the Alternate Summative ELPAC	Reclassify 100% of all Dually Identified SPED/EL students who have an Alternate Summative ELPAC level 3 as well as 100% SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.
English Learner Roadmap Self-Assessment – Principle 1 (Assets-Oriented and Needs-Responsive Schools)	22-23: Principle 1: Assets-oriented and Needs-Responsive Schools 2.0 Language and cultures are assets 2.5 No single EL profile 3.0 School climate is affirming, inclusive, and safe 2.5 Strong Family and School Partnerships 2.5 Supporting ELs with Disabilities 23-24: Principle 1: Assets-oriented and Needs-Responsive Schools 2.25 Language and cultures are assets 2.50 No single EL profile 3.00 School climate is affirming, inclusive, and safe 2.50 Strong Family and School Partnerships 2.50 Supporting ELs with Disabilities 24-25 Principle 1: Assets-oriented and Needs-Responsive Schools 2.38 Language and cultures are assets 2.44 No single EL profile 3.00 School climate is affirming, inclusive, and safe 2.31 Strong Family and School Partnerships 2.44 Supporting ELs with Disabilities	Increase each sub-component by .5
Percentage of English Learner students who meet or exceed annual typical growth in iReady reading and math	22-23: (Based on 22-23 March Data) Students identified as English Learners who met their growth target in each area as measured by the i-Ready diagnostic in March 2023. Kinder: 31% (ELA) and 6% (Math) First: 9% (ELA) and 33% (Math) Second: 53% (ELA) and 53% (Math) Third: 37% (ELA) and 14% (Math) Fourth: 52% (ELA) and 37% (Math) Fifth: 55% (ELA) and 30% (Math) Sixth: 69% (ELA) and 46%(Math) 23-24: (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)	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

	Fourth: 35% (ELA) and 16% (Math) Fifth: 40% (ELA) and 52% (Math) Sixth: 71% (ELA) and 86%(Math) 24-25: (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)	
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 equips teachers with effective strategies for language development, academic vocabulary, and integrated English Language Development (ELD) to improve outcomes for English Learners. Strategy 3.1 focuses on building staff capacity through research-based training and structured collaboration aligned to the California English Learner Roadmap and the district's ELD implementation goals. In 2025–26, Tafoya will prioritize expanding teacher participation in Guided Language Acquisition Design (GLAD) training. GLAD is a well-established instructional model that supports language development through visuals, collaborative conversations, and structured scaffolding. Teachers who attend GLAD will learn how to integrate ELD strategies across content areas, making instruction more accessible for English Learners and benefiting all students. In addition to GLAD training, the school will provide release time for peer observation and collaboration. This will allow teachers to observe one another using language-rich strategies in action, reflect on practice, and refine lesson design with support	Strategy 3.1 will primarily serve English Learners at Tafoya Elementary by strengthening the ability of teachers to deliver high-quality, language-rich instruction across all subject areas. Through professional development in integrated and designated English Language Development (ELD), this strategy directly addresses the needs of students who are acquiring English while learning grade-level academic content. Specifically, this strategy will support: English Learners at all proficiency levels, including students at the Emerging, Expanding, and Bridging stages, by improving access to comprehensible input, academic vocabulary,	20,000 Title I Part A: Basic Grants Low-Income and Neglected 1620 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	from colleagues. These opportunities will be embedded throughout the school year and intentionally aligned to schoolwide instructional priorities. This strategy aims to accelerate English learners' progress in ELA and math by supporting teachers in strengthening their understanding of how language and content intersect. It also supports the school's broader goal of ensuring equitable access to rigorous instruction for all students.	and structured opportunities for speaking and writing. Long-term English Learners who may require more intentional academic language development to succeed in upper-grade ELA and content areas. Reclassified English Learners by helping teachers continue to provide scaffolded support even after students meet reclassification criteria. Students with disabilities who are also English Learners benefit from integrated strategies that support language development and individualized learning needs. All students in general education classrooms, as many of the strategies emphasized in GLAD and other language-focused professional learning (such as visuals, sentence frames, and collaborative structures) support engagement, comprehension, and access to rigorous academic tasks. This strategy helps ensure that English Learners can meaningfully participate in academic learning and make steady progress toward reclassification and grade-level proficiency by improving teacher practice and increasing the use of language development strategies across the school.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	SUPPORT FOR EL PROGRAMS To ensure English Learners receive comprehensive and equitable support, Tafoya Elementary will continue to provide essential resources that enhance access to instruction and foster meaningful family engagement. Strategy 3.2 focuses on direct support for EL programs, including classroom materials, instructional tools, and translation services that make academic content and school communication more accessible to students and families. This strategy includes purchasing materials and supplies that support designated and integrated English Language Development, including visual supports, graphic organizers, academic vocabulary tools, and supplemental instructional resources that help scaffold rigorous content for English Learners. These tools will be available in general education and intervention settings to ensure EL students can access learning at their level while being challenged to grow. Additionally, the school will continue to invest in translation and interpretation services for school-home communication, parent meetings, and documents. This ensures that English Learners' families are informed, engaged, and empowered to participate in their child's education. By removing language barriers, the school can foster stronger partnerships with families and ensure alignment between classroom goals and home support. Together with professional development efforts under Strategy 3.1, this strategy supports Tafoya's commitment to closing opportunity gaps and promoting academic language development for English Learners across all grade levels.	Strategy 3.2 is designed to serve English Learners at Tafoya Elementary by providing targeted instructional resources and language access support. This strategy ensures that English Learners can engage meaningfully in academic instruction and schoolwide communication. Students who will be served include: English Learners at all grade levels and proficiency levels, including those needing scaffolded support in reading, writing, speaking, and listening. Students receiving designated and integrated English Language Development require additional materials, such as visual aids, vocabulary tools, and structured language practice, to fully access the core curriculum. English Learners who are also students with disabilities benefit from highly customized supports that address both language development and learning needs. Recently arrived EL students new to the English language need foundational support to begin engaging with classroom instruction. Through the provision of translated documents and interpretation services, families of English learners are enabled to understand school expectations, support learning at	600 Supplemental/Concentration 250 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		home, and participate in school activities and decision-making processes. This strategy promotes equity, inclusion, and improved academic outcomes by ensuring English Learners and their families have access to high-quality materials and communication in their home language.	

Annual Review

SPSA Year Reviewed: 2024-25

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.

In 2024–25, Tafoya Elementary focused on improving English learners' academic outcomes and English proficiency by strengthening instructional practices, increasing access to designated and integrated ELD, and supporting students through intervention and test preparation. These strategies were aligned with the California English Learner Roadmap and the school's commitment to equity and access.

While formal GLAD teacher training is scheduled for June 2025 and was not initially included in the budget, the school made progress by leveraging internal expertise. The site's EL specialists facilitated two professional development sessions during the year focused on GLAD-aligned strategies and effective scaffolds for English Learners. These sessions introduced staff to integrated ELD approaches and supported implementing language development practices across content areas. Teachers received tools such as sentence frames, visuals, and academic discussion strategies that could be incorporated into classroom instruction.

EL specialists also provided ELPAC preparation materials to support designated ELD and language acquisition. They facilitated after-school ELPAC intervention to help students strengthen their language skills and improve assessment performance. These efforts are aimed at increasing reclassification rates and assisting students in meeting English proficiency benchmarks.

Tafoya's EL specialists provided direct coaching throughout the year to further support teachers in meeting the needs of English Learners. Coaching activities included modeling integrated ELD lessons, demonstrating vocabulary instruction strategies, and providing feedback during debrief sessions. Specialists also supported classroom teachers with Interim ELPAC assessments, lesson planning, and scaffolds such as graphic organizers and structured academic discussions. These efforts helped build teacher capacity to integrate language development practices across subjects and align instruction with the California English Learner Roadmap.

Instructionally, teachers continued to use tools like SIPPS, i-Ready, and Read Live to support literacy development, especially for students performing below grade level. Dually identified students (EL and special education) were monitored closely through the intervention system and the school's Wellness Team. Classroom-based supports were provided throughout the year, including small group instruction and using visuals and leveled texts.

According to Winter 2025 i-Ready data, some English Learners showed individual growth, particularly in lower grades. However, overall performance remains an area of concern. The most recent California Dashboard data show that

English Learners scored 71.3 points below standard in English Language Arts and 103.4 points below standard in math, placing them in the Orange and Red performance levels, respectively.

In addition, staff completed the English Learner Roadmap Self-Assessment. It gave an average score of 2.55 for Principle 1 (Assets-Oriented and Needs-Responsive Schools), indicating that further attention is needed to ensure classroom instruction and school climate fully support English Learners.

Monthly ELAC meetings were held throughout the year, but attendance was low, limiting opportunities for broad family engagement. Those who attended could review data and provide feedback on interventions and support services. Parent participants expressed support for increased push-in services and the expansion of early intervention.

The 2023–24 reclassification rate was 17.5%. While updated numbers are not yet available for 2024–25, the site's efforts to improve ELPAC performance and track student progress more closely reflect a sustained commitment to helping English Learners succeed.

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

We met our expenditures in this area.

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

Based on the analysis of current data and implementation during the 2024–25 school year, several changes will be made to Goal 3 in the 2025–26 SPSA to strengthen outcomes for English Learners.

The goal itself will remain unchanged, but strategies, metrics, and planned professional development activities will be updated. Most significantly, the SPSA will now include funding to send three additional teachers to GLAD (Guided Language Acquisition Design) training in the summer of 2025. This investment will expand the capacity for integrated ELD across grade levels and increase the number of classrooms implementing structured language support in daily instruction.

To further support implementation, the 2025–26 SPSA will also include funding for peer observation, allowing teachers to watch one another use GLAD strategies and other ELD best practices. This aligns with staff feedback about the importance of collaborative learning and will help ensure consistent and effective use of scaffolds across classrooms. These additions are reflected in Strategy 3.1 in the updated SPSA and associated Title I expenditures.

While the reclassification rate metric and i-Ready growth measures for English Learners will remain, a new implementation metric will be added to monitor classroom use of GLAD strategies, including through classroom walkthroughs, teacher self-assessments, and peer feedback. This new measure is included in the updated metrics section under Goal 3.

In Strategy 3.2, EL support programs will continue to include materials, translation, and after-school ELPAC intervention. These were effective and well-received during 2024–25 and will remain a priority moving forward.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Participation in Student Leadership Programs (Little Heroes, YAC, Student Council)	Baseline (2023–24): 42 students participated in the Youth Advisory Council; 60+ students served as Little Heroes	Expected Outcome (2025–26): Maintain or increase leadership participation; at least 15% of students in grades 3–6 participate in a formal leadership role.
Student Perception of Meaningful Participation (CHKS)	2022–23	Expected Outcome (2025–26): Increase to at least 50% of students reporting meaningful participation

	37% of 5th grade students agreed they had meaningful opportunities to participate 2023–24 40% of 5th grade students agreed they had meaningful opportunities to participate 2024–25 42% 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	22-23: 87% of 3rd- to 6th-graders provided input on school-created surveys, which coincides with our attendance rate. 23-24: 90% of 3rd- to 6th-graders provided input on school-created surveys 24-25: 339 (75%) 4th- to 6th-graders provided input on school-created surveys	We will raise our response rate to 90% or higher for 3-6 graders providing input via surveys. We will do this by adding metrics to track classes.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	22-23: 58 Students Total Participated in Focus Groups 55% Female/45% Male 21% English Learners 5% Migrant 12% Identified as receiving Special Education 5% Identified as having a 504 11% Identified as a gifted student ~~Background~~ 45% Hispanic 31% White 14% Asian Indian 0% Declined to Respond 3% Filipino 7% Black/African American 23-24: 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	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.

	24-25: 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	
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	22-23: Little Heroes (promotes leadership on campus, along with after-school sports) Student Council (teacher-led) Positive Behavior Intervention and Support (PBIS) Student Officers Friends of Rachel Club Youth Advisory Council Through the Expanding Minds After-School Program: Yolo Arts Woodland Opera House Little Heroes iCook Lego Robotics Opportunities 23-24: Little Heroes (promotes leadership on campus, along with after-school sports) Student Council (teacher-led) Friends of Rachel Club Youth Advisory Council Through the Expanding Minds After School Program: Yolo Arts Woodland Opera House Little Heroes Bollywood Lego Robotics Opportunities 24-25 Little Heroes (promotes leadership on campus, along with after-school sports) Student Council (teacher-led) Youth Advisory Council Yolo Kids Read Through the Expanding Minds After-School Program:	Continue with our current partnerships and increase our partnerships by adding at least 1 partnership.

	Yolo Arts Woodland Opera House Little Heroes Bollywood Lego Robotics Opportunities	
Number of extracurricular and co-curricular programs offered	22-23: Little Heroes Junior Heroes Student Council Representatives Friends of Rachel Club (Kindness Club) Youth Advisory Council 23-24: Little Heroes Junior Heroes Student Council Representatives Friends of Rachel Club (Kindness Club) Youth Advisory Council Garden Club Anti-Bullying Club (through ELOP) 24-25: Little Heroes Junior Heroes Student Council Representatives Kindness Club Youth Advisory Council Garden Club Book Club Art Enrichment Chess Club Birdwatching 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.

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 meaningful opportunities to lead, contribute, and take ownership of their school community. Strategy 4.1 focuses on developing leadership skills, building positive school culture, and fostering a sense of agency and belonging through structured student leadership programs. Central to this strategy is the continued implementation of the Little Heroes program, which teaches leadership, conflict resolution, empathy, and communication. Students are nominated to serve as Little Heroes during recess and other unstructured times, where they help younger peers solve problems, model positive behavior, and create a welcoming and inclusive environment. This year, the program was supported by a strong coach who also played a key role in campus supervision and Gap Care, making her an integral part of the school's social-emotional support	Strategy 4.1 is designed to serve all students at Tafoya Elementary by creating a positive, inclusive school culture and offering meaningful leadership opportunities. While all students benefit from the improved school climate and peer role models, this strategy specifically supports: Students selected for leadership roles, including those in Little Heroes, Youth Advisory Council (YAC), and Student Council, who receive direct training in leadership,	44000 Supplemental/Concentration 2050 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	system. Little Heroes remains a cornerstone of the school's Tier 1 and Tier 2 behavior support framework, promoting confidence and responsibility among student leaders. Student Council continued to contribute to school culture through creative leadership roles, including producing weekly campus-wide video announcements. These Weekly Updates were shown in all classrooms and played an essential role in strengthening schoolwide communication, building student voice, and creating a more unified sense of school community. The Youth Advisory Council (YAC) expanded this year to include over 50 students. While the growth reflected a strong interest in leadership, the group size made it challenging to fully engage all members. In 2025–26, YAC will be restructured into a smaller, more representative team with clearly defined roles and responsibilities. This will allow for more meaningful participation and ensure students can effectively contribute to projects and schoolwide initiatives. Despite this year's challenges, YAC led successful projects focused on kindness and improving school culture. This strategy also includes funding for leadership supplies, recess equipment, and student-led communication platforms like Weekly News. These supports ensure student leaders have the tools and structures to engage their peers, celebrate accomplishments, and build a sense of belonging. By investing in student leadership and refining the structure of its programs, Tafoya empowers students to actively shape their learning environment while developing lifelong skills in communication, collaboration, and civic responsibility.	communication, and conflict resolution. Students with social-emotional or behavioral needs who benefit from positive peer modeling and inclusive leadership programs that build confidence and reduce isolation. English Learners, students with disabilities, and socioeconomically disadvantaged students are intentionally included in leadership programs to ensure equitable representation and voice. Younger students on the playground and in classrooms who receive peer mentoring, support, and modeling from older student leaders, especially during recess and unstructured times. Students schoolwide through exposure to student-led events, announcements, community-building activities, and positive reinforcement efforts. This strategy helps build a school culture of respect, collaboration, and shared responsibility by intentionally including a wide range of students and empowering them to lead.	
4.2	AFTER-SCHOOL ENRICHMENT Tafoya Elementary recognizes the importance of providing students with opportunities to explore interests, build relationships, and stay connected to school beyond the academic day. Strategy 4.2 focuses on expanding access to after-school enrichment programs that promote student engagement, creativity, and leadership in a safe and supportive environment.	Strategy 4.2 is designed to serve all students at Tafoya Elementary by expanding access to meaningful, interest-based enrichment opportunities outside of the academic day. These programs are open to all students and	5000 Title I Part A: Basic Grants Low-Income and Neglected 1900 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	This strategy includes funding for staff stipends to run a variety of after-school clubs, such as art, music, coding, dance, sports, gardening, and academic support groups. These programs are designed to appeal to a broad range of student interests and are offered at no cost to families, helping to eliminate participation barriers for students from underserved backgrounds. In addition to structured clubs, the strategy provides for the purchase of materials and supplies needed to support enrichment activities. These may include art supplies, games, instruments, science kits, books, and other resources that allow students to explore and express themselves in creative ways. Club offerings will rotate based on student interest and staff availability, with an emphasis on inclusivity, participation, and student voice in program planning. By offering a wide range of after-school opportunities, this strategy supports the development of the whole child—enhancing social skills, building self-confidence, and helping students discover talents and passions that may not emerge during the regular school day. It also plays a key role in increasing school connectedness and reducing chronic absenteeism by giving students positive reasons to engage with school.	are especially intended to benefit: Socioeconomically disadvantaged students who may not otherwise have access to extracurricular programs due to financial barriers. English Learners and students with disabilities benefit from inclusive, low-pressure environments where they can build confidence, social skills, and peer connections. Students who are chronically absent or at risk of disengagement, for whom after-school clubs can motivate school attendance and connection. Students who need additional opportunities to express creativity, develop leadership, or explore interests beyond core academics. Any student who may benefit from positive peer interactions, adult mentorship, and a stronger sense of belonging in the school community. This strategy supports the development of the whole child by offering a range of inclusive, accessible, and student-driven enrichment options. It promotes a positive, engaging school culture for all learners.	

Annual Review

SPSA Year Reviewed: 2024-25

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.

In 2024–25, Tafoya Elementary continued implementing strategies to increase student engagement and motivation through leadership, connection, and enrichment opportunities. While the school experienced several successes, challenges, and adjustments, these impacted the overall implementation of Goal 4.

The Little Heroes program remained a core part of the school's student leadership efforts. This year, the program benefited from a very strong coach who, in addition to her regular duties, also supported Gap Care and served as an integral member of the school's social-emotional support system. Little Heroes allowed students to lead by example on the playground, model positive behavior, and help resolve minor conflicts, supporting student leadership development and a positive recess environment.

After-school enrichment and intervention were part of the SPSA plan, but implementation was delayed. After-school intervention did not begin until the spring, limiting the time available to support students academically through extended learning. However, students did participate in clubs and activities once those offerings resumed, and feedback from families and students was positive, indicating a desire for more consistent after-school options in the future.

Student leadership expanded this year through a significantly larger Youth Advisory Council (YAC), which grew to 52 members. While the increased participation reflected strong student interest in school improvement, the large group made engaging all students meaningfully in planning and decision-making more challenging. Still, the YAC successfully led several projects that promoted kindness and improved school culture. Their initiatives contributed to schoolwide efforts to reduce conflict and support peer connection.

Student Council played a decisive role in shaping school culture this year by producing Weekly Update videos broadcast to all classrooms. These videos featured student announcements, celebrations, and reminders and effectively built a sense of community across grade levels. Their work gave students a platform to communicate directly with peers and helped foster a more connected school climate.

Survey data from the California Healthy Kids Survey showed mixed results. While 72% of students said they felt safe at school and 65% said there were adults who cared about them, only 37% felt they had meaningful opportunities to participate, and peer conflict remained a concern. These findings support continuing and refining student leadership and enrichment strategies next year, with more structured roles and targeted opportunities for student voice.

Overall, the strategies under Goal 4 were implemented with moderate success. Student leadership programs like Little Heroes, YAC, and Student Council created meaningful opportunities for student voice and engagement. Still, challenges in group size, timing of intervention, and behavior concerns during unstructured times suggest a need for deeper structure and earlier implementation of support systems in 2025–26.

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

We spent money as expected in this area.

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

Based on the 2024–25 implementation review and stakeholder feedback, several changes will be made to Goal 4 in the 2025–26 SPSA to better support student engagement through leadership, connection, and enrichment.

One key change is refining student leadership structures to ensure greater focus and impact. The Youth Advisory Council (YAC) grew significantly this year to 52 members, making it difficult to manage and limiting individual students' participation depth. In 2025–26, YAC will be intentionally downsized and restructured to include a more manageable number of representatives from each grade level. This change will allow for more effective planning, increased student voice, and stronger follow-through on student-led projects. This adjustment will be reflected in the revised strategy language under Strategy 4.1.

The Student Council's Weekly Update videos were a successful and well-received initiative, and this effort will be expanded next year. The SPSA will include continued funding for essential supplies, digital tools, and supervision to ensure this platform remains a consistent and positive influence on school culture.

Under Strategy 4.2, the school will work to expand and launch after-school clubs and enrichment offerings earlier in the year. In 2024–25, after-school intervention and enrichment did not begin until the spring, which limited access and impact. In response, the 2025–26 plan includes a clear timeline for launching clubs in the fall and offering opportunities throughout the year, with designated staffing and supply allocations in the budget section of the SPSA.

Additionally, the SPSA will refine metrics to capture the impact of student leadership and enrichment efforts better. While current metrics track participation rates and student perceptions of school connectedness, new metrics will be added to measure the frequency of student-led initiatives, student engagement in leadership groups, and the timely implementation of after-school activities.

These changes are outlined in Strategies 4.1 and 4.2, the updated metrics section, and the associated budget in the 2025–26 SPSA.

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	\$426,484.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$160,395.00
Title I Part A: Parent Involvement	\$1,802.00

Subtotal of additional federal funds included for this school: \$162,197.00

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	\$133,690.00
Site Discretionary	\$27,905.00
Supplemental/Concentration	\$102,692.00

Subtotal of state or local funds included for this school: \$264,287.00

Total of federal, state, and/or local funds for this school: \$426,484.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	133,690.00
Site Discretionary	27,905.00
Supplemental/Concentration	102,692.00
Title I Part A: Basic Grants Low-Income and Neglected	160,395.00
Title I Part A: Parent Involvement	1,802.00

Expenditures by Budget Reference

Budget Reference	Amount
	148,553.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	133,690.00
	Site Discretionary	27,905.00
	Supplemental/Concentration	102,692.00
	Title I Part A: Basic Grants Low-Income and Neglected	160,395.00
	Title I Part A: Parent Involvement	1,802.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,553.00
Goal 2	202,511.00
Goal 3	22,470.00
Goal 4	52,950.00

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
Kali Slusser	Classroom Teacher
Scott Clary	Classroom Teacher
Lindsey Bruner	Other School Staff
Colin Strachan	Parent or Community Member
Marquel McGhee	Parent or Community Member
Kanchan Kaushal	Parent or Community Member
Ames Allen	Parent or Community Member
Jose Lopez	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 5/8/25.

Attested:



Principal, Lyn Bigelow on 5/8/25



SSC Chairperson, Scott Clary on 5/8/25