

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Lafayette Elementary

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-risk students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings
Percentage of Lafayette students Meeting and Exceeding on the 2023-24 SBAC ELA with the percentage change (+/-) from the 2022-23 SBAC ELA- Overall: 38% (+3%) vs. District: 49%; Gr. 3: 40% (+1%) vs. District: 47%; Gr. 4: 34% (+8%) vs. District: 48%; Gr. 5: 40% (-2%) vs. District: 51%; African American: 35% (+5%) vs. District: 33%; RFEP: 72% (+15%) vs. District: 76%
Percentage of Lafayette students Grade Level or Above on the Fall 2024 i-Ready Reading with the percentage change (+/-) from the Fall 2023 i-Ready Reading Overall: 23% (+1%) vs. District: 29%; Gr. 1: 11% (-6%) vs. District: 14%; Gr. 2: 27% (+3%) vs. District: 27%; Gr. 3: 33% (-5%) vs. District: 40%; Gr. 4: 22% (-%) vs. District: 30%; Gr. 5: 20% (+10%) vs. District: 30%; African American: 16% (-12%) vs. District: 19%; RFEP: 65% (+20%) vs. District: 49%

ELA Goals
With teachers receiving professional development for Foundational Reading Skills, knowledge, vocabulary, and language, and regular opportunities for release time to meet collaboratively with their grade level,
All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025.
44% of Lafayette students will score Met/Exceeded on 2025 SBAC, up from 38% in 2024.
Students With Disabilities will score Met/Exceeded on 2025, up from 14% in 2024.
By the end of June 2025, ELA proficiency scores for all students and grades will increase on the SBAC by 6%. Our African American and RFEP subgroup will increase proficiency by 10%.
By the end of March 2025, i-Ready Reading Grade level or Above percentages will double for all grade levels from Diagnostic 1 placement levels. Our African American and RFEP subgroup will double i-Ready Reading Grade level or Above from Diagnostic 1 placement.
Progress monitoring will be conducted at least 4 times during teacher planning and grade level planning release days.

Comprehensive Needs Assessment: Mathematics

Math Findings

<p>Percentage of Lafayette students Meeting and Exceeding on the 2023-24 SBAC Math with the percentage change (+/-) from the 2022-23 SBAC Math- Overall: 36% (+1%) vs. District: 44%; Gr. 3: 40% (-7%) vs. District: 49%; Gr. 4: 41% (+13%) vs. District: 45%; Gr. 5: 25% (-2%) vs. District: 38%; African American: 24% (+6%) vs. District: 27%; RFEP: 81% (+24%) vs. District: 68%</p> <p>Percentage of Lafayette students Grade Level or Above on the Fall 2024 i-Ready Math with the percentage change (+/-) from the Fall 2023 i-Ready Math Overall: 12% (+3%) vs. District: 15%; Gr. 1: 5% (+2%) vs. District: 6%; Gr. 2: 10% (+2%) vs. District: 10%; Gr. 3: 8% (-1%) vs. District: 11%; Gr. 4: 20% (+10%) vs. District: 22%; Gr. 5: 20% (+8%) vs. District: 26%; African American: 7% (-2%) vs. District: 8%; RFEP: 39% (+15%) vs. District: 31%</p>
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Math Goals

<p>With teachers receiving professional development and Tier 1 support from the Math Lead,</p> <p>All LBUSD students will achieve at least one year of academic growth in math by June 2025.</p> <p>43% of Lafayette students will score Met/Exceeded on 2025 SBAC, up from 36% in 2024.</p> <p>29% of Lafayette Students with Disabilities will score Math/Exceeded on 2025 SBAC, up from 19% in 2024.</p> <p>By the end of June 2025, Math proficiency scores for all students and grades will increase on the SBAC by 7%. Our African American and RFEP subgroup will increase proficiency by 10%.</p> <p>By the end of March 2025, i-Ready Math Grade Level or Above percentages will double for all grade levels from Diagnostic 1placement levels. Our African American and RFEP subgroup will double i-Ready Math Grade Level or Above from Diagnostic 1 placement.</p> <p>Progress monitoring will be conducted at least 4 times during teaching planning and grade level release days.</p>

Comprehensive Needs Assessment: English Learners

English Learner Findings
<p>Percentage of EL Lafayette students Meeting and Exceeding on the 2023-24 SBAC with the percentage change (+/-) from the 2022-23 SBAC ELA and Math: ELA RFEP: 72% (+15%) vs. District: 76%; Math RFEP: 81% (+24%) vs. District: 68%</p> <p>Percentage of EL RFEP Lafayette students Grade Level or Above on the Fall 2024 i-Ready Reading and Math- ELA RFEP: 68% vs. District: 51%; Math RFEP: 39% vs. District: 36%</p> <p>Percentage of Lafayette EL students that made progress on the June, 2024 ELPI- 65% vs. District: 46%.</p>

English Learner Goals
<p>With teachers receiving professional development on EL support and language proficiency,</p> <p>75% percent or more English Learners will make progress toward English language proficiency, as determined by the ELPI by June, 2025.</p> <p>By the end of June 2025, SBAC scores for RFEP students will increase on the SBAC by 10%.</p> <p>By the end of March 2025, i-Ready Grade Level or Above for RFEP subgroup will increase Reading by 10% and Math by 20% from Fall 2024.</p> <p>Progress monitoring will be conducted at least 4 times during teacher planning and grade level release days.</p>

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Attendance 2023-24: Overall: 92.1% (+2.1%); TK-88.6% (+5.6%); K-90.5% (+3.1%); Gr. 1- 91.9% (+1.6%); Gr. 2-92.8% (+1.5%); Gr. 3- 93.1% (+2.8%); Gr. 4- 92.7% (+1.7%); Gr. 5- 92.2% (+.6%); African-American- 92.5% (+2.9%) Chronic Absenteeism 2023-24: Overall: 25.3% (-9.2%); Hispanic-24.9% (-9.2%); African-American- 23.9% (-14.1%) Student Spring Pulse Survey (2024): Identity- 78% vs. District 82%; Agency- 74% vs. District 81%; Belonging- 73% vs. District 79%

Homeless Youth Attendance 2023-24: 89.7% (+.6%)

Homeless Youth Chronic Absenteeism 2023-24: 41.4% (-12.5%)

Culture/Climate Goals

Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students.

By the end of June, 2025- Lafayette Identity, Agency, and Belonging will increase by 5%

By the end of June 2025, Lafayette Identity, Agency, and Belonging with our African American subgroup will increase by 7%.

By the end of June, 2025- Lafayette will demonstrate overall and subgroup (African American) daily attendance rates higher and chronic absenteeism rates lower than the District averages.

By the end of June, 2025- Lafayette will demonstrate overall and subgroup (Homeless Youth) daily attendance rates higher and chronic absenteeism rates lower than the District averages.

Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With teachers receiving professional development with Foundational Reading Skills, Reader's Workshop, writing genres and providing regular opportunities for release time to meet collaboratively with their grade level, by the end of June 2024, ELA proficiency scores for all students and grades will increase on the SBAC will increase by 10%. Our African American and RFEP subgroup will increase proficiency by 15%. By the end of June 2024, i-Ready Reading Grade level or Above for all students and grades will increase 40%. Our African American and RFEP subgroup will increase proficiency by 45%. Progress monitoring will be conducted at least 4 times during teacher planning and grade level planning release days.	Goal Partially or Not Met	Student achievement results were impacted by the effects of school closures due to the Covid pandemic in 2020 through 2021. In addition, throughout the 2022-23 school year, students were still missing instructional minutes because of Covid-related illnesses or exposure to family members and classmates. Release time last year was successful in helping our teachers become better with planning and data analysis to enhance our language arts and math instruction.	Grade level release time was successful. We will look to continue this practice as part of Lafayette's PD schedule.

Math	1) With teachers receiving professional development and Tier 1 support from the Math Lead, Math proficiency scores for all students and grades will increase on the SBAC by 20% by the end of June 2024,. Our African American and RFEP subgroup will increase proficiency by 25%. By the end of June 2024, i-Ready Math Grade Level or Above for all students and grades will increase 45%. Our African American and RFEP subgroup will increase proficiency by 50%. Progress monitoring will be conducted at least 4 times during teaching planning and grade level release days.	Goal Partially or Not Met	Student achievement results were impacted by the effects of school closures due to the Covid pandemic in 2020 through 2021. In addition, throughout the 2022-23 school year, students were still missing instructional minutes because of Covid-related illnesses or exposure to family members and classmates. Release time last year was successful in helping our teachers become better with planning and data analysis to enhance our math instruction.	Grade level release time was successful. We will look to continue this practice as part of Lafayette's PD schedule.
English Learner	1) With teachers receiving professional development on EL support and language proficiency, SBAC scores for RFEP students will increase on the SBAC by 20% by the end of June 2024, i-Ready Grade Level or Above for RFEP subgroup will increase Reading by 45% and Math by 50% from Fall 2023 by the end of June 2024. Progress monitoring will be conducted at least 3 times during teacher planning and grade level release days.	Goal Partially or Not Met	Student achievement results were impacted by the effects of school closures due to the Covid pandemic in 2020 through 2021. In addition, throughout the 2022-23 school year, students were still missing instructional minutes because of Covid-related illnesses or exposure to family members and classmates. Release time last year was successful in helping our teachers become better with planning and data analysis to enhance our ELA and math instruction.	Grade level release time was successful. We will look to continue this practice as part of Lafayette's PD schedule.

Culture/Climate	<p>1) By the end of June, 2024- Lafayette Identity, Agency, and Belonging will increase by 10%. Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students. By the end of June, 2024- Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys. By the end of June, 2024- Lafayette will demonstrate overall and subgroup daily attendance higher than the District averages. The counselor will recognize improvements in attendance by class and student. She will monitor attendance rates periodically to provide interventions for families for students with low attendance rates.</p>	Goal Partially or Not Met	<p>School attendance goals met or exceeded district averages due to attendance initiatives such as All-In, end of Covid protocols, and increased sense of Belonging as indicated by survey data. However, not all SEL indicators displayed the same level of increase possibly due to the new implementation of SEL strategies.</p>	<p>School will look to continue with 2023-24 initiatives for in-person service.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide supplemental support to address concerns outlined in the Lafayette CORE survey related to safety, equity, and excellence. Oversee the successful school-wide implementation of Safe and Civil tenets, pinpointing and developing supports for areas of improvement. Support teachers in SEL routines and lessons in the classroom. Support school-wide student recognition through monthly assemblies that promote desired behaviors. Maintain and correlate data related to the efficacy of SEL programs and provide staff training as needed. Coordinate the school's tiered support systems with administration, counselor, and related staff. Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through contracts and incentives. Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement. Support administration in parent engagement initiatives at Lafayette. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community Counseling, Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectedness to the school community. However, to monitor state education code, the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

The school nurse will serve as part of the school's tiered support systems to eliminate students' barriers to success by providing supplemental individual support for students and their families on issues related to student health; the nurse will serve as a liaison to outside support providers such as Big Smiles (mobile dental clinic), Asthma Mobile, Vision to Learn (eyeglasses), etc. The nurse will work with community agencies (health department) for health related management. The nurse will case manage students whose attendance is adversely impacted by health-related issues and keep all stakeholders apprised of those interventions. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIP's to support the school; Supports in parent surveys; Garneres resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs; Performs testing of students- CogAT, ELPAC, SBAC, etc. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Provide opportunities for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Limited or no impact
Provide opportunities for families to engage with Lafayette by planning and conducting school sponsored events held during the school day or beyond school hours (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.		
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Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

Targeted students with non-academic barriers to success identified through the SST process Support for the families of those identified at risk Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20	In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community	Identified At-Risk Students, Targeted Parents	LCFF \$45,124 Title 1 \$45,124 Counselor .5 FTE - LCFF 50%; Title 1 50%	07/01/2024 - 06/30/2025 Daily	Counselor	Monthly case management meetings; Bi-weekly MTSS;Principal will hold regular meetings for progress updates Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20
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	<p>Counseling, Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectiveness to the school community. However, to monitor</p>					
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	state education code, the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques.					
Safety and Supervision Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20, Other 20	Recreation aides to provide supervision and safety on the playground	All Students	LCFF Rec \$63,417 Hourly - Recreation Leader (9) for 190 hours annually - LCFF Rec 100%	07/01/2024 - 06/30/2025 Daily	Recreation Aides	Administration Office Supervisor Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20, Other 20
Increasing family engagement and community partnerships Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent)	Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday	All Parents, Targeted Parents	Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%	07/01/2024 - 06/30/2025 Daily	SEL Coach	Principal Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 30, SEL Survey 50

30, SEL Survey 50	practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with “at home resources” for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities; Support the school’s efforts to operationalize the						
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	<p>Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas; Oversee the school- wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization the Transformative Social Emotional competencies; Support teachers in Support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data</p>					
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	<p>related to the efficacy of those programs and provide staff training as needed; Coordinate the school's tiered support systems with administration; Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and</p>					
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	student/achievement success Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIPs to support the school; Supports in parent surveys; Garners resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support					
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the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs; Performs testing of students- CogAT, ELPAC, SBAC, etc.					
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Families are invited to a schoolwide welcome back event organized by Lafayette's facilitator, held just before the first day of school. This event helps families start building relationships with their teachers by visiting their assigned classrooms during the Meet the Teacher portion. Additionally, families receive an information packet containing essential details such as meeting areas, dismissal procedures, classroom needs, and donation opportunities.	Class presentations are given to all 5th grade classes by Lafayette's counselor. She offers several parent presentations in February and March. An announcement video is posted on Class Dojo with information on the School of Choice application. Submission of applications is monitored and enrollment support is offered by Lafayette's counselor, Lafayette's facilitator and the Equity, Engagement and Partnerships staff members. Support with ParentVue access is provided during specific time slots. Individual consultation for students is offered. Families of students with IEPs are presented with information in regards to the services that will be offered to them at their middle school. In coordination, with other middle schools, support is given for selecting electives.	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Classroom teachers need opportunities to collectively plan instruction and review data SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, Other 40	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.	LCFF \$50,332 Substitute teacher full day (31) for 6 days - LCFF 100%	07/01/2024 - 06/30/2025 Other	IIC Literacy Lead Math Lead Literacy Specialists Classroom teachers	Principal Literacy Lead Lead Math Lead
Increase the capacity and collective efficacy of Lafayette teams to deliver high quality core instruction SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, Other 40	Provide opportunitites for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development	LCFF \$20,000 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Other	Lafayette certificated staff	Principal IIC

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Capacity building of families to support student achievement Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 50, SEL Survey 30	Provide opportunities for families to engage with Lafayette through the co-planning and implementation of school sponsored events held during the school day or beyond school hours. This would include funding for related materials, supplies, and additional hourly for staff members to facilitate these events	Par Inv \$5,804 Teacher Hourly Extra Comp (10) for 3 hours annually - Par Inv 100% Materials - Par Inv 100%	07/01/2024 - 06/30/2025 Other	Staff	Principal

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	145350
Title I Parent and Family Involvement (3008)	6622

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	92260

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration**Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services**Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	David Komatz	06-12-2025
Staff	Classroom Teacher	Daniela Vazquez	06-12-2026
Staff	Classroom Teacher	Laura Noriega	06-12-2025
Staff	Classroom Teacher	Laura Velez	06-12-2025
Staff	Other School Personnel	Sandra Garcia	06-12-2025
Community	Parent/Community Member	██████ Villela	06-12-2025
Community	Parent/Community Member	██████ Garcia	06-12-2025
Community	Parent/Community Member	██████ Gonzalez	06-12-2025
Community	Parent/Community Member	██████ Zamorano	06-12-2026
Community	Parent/Community Member	██████ White	06-12-2026

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	████████ Zamorano
DELAC Representative	Parent of EL Student (required)	████████ Urrutia
Principal or Designee	Staff Member (required)	Mary Seidman
Secretary	Parent of EL Student (required)	████████ Gonzalez

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/05/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Before and after school tutoring for English Learners focusing on English Language Development
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students CELDT/ELPAC Results Reclassification Data Language Census Data Other: SPSA Goals and Measure for English Learners, 20024-2025 Fall iReady and Pulse Survey results
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/05/2024
6. What was SSC's response to ELAC recommendations?	Lafayette School Site Council would like to wait for December budget information before making a decision.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/05/2024
2. The SSC approved the **Home-School Compact** on 11/13/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/23/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 11/21/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/20/2024
6. The SPSA was approved at the following SSC Meeting: 12/04/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

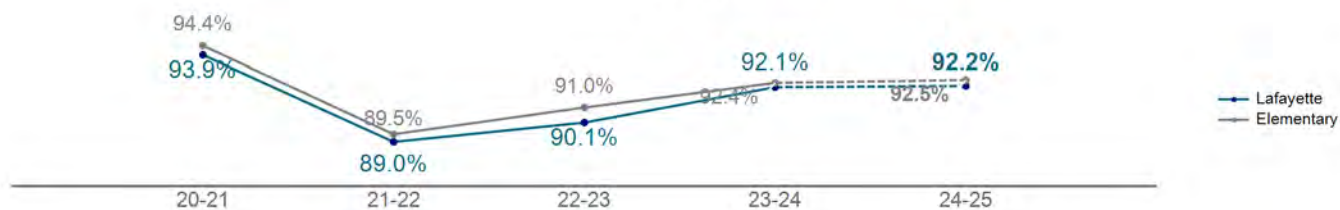
Printed Name: _____ Date: _____

ELAC Chair: _____

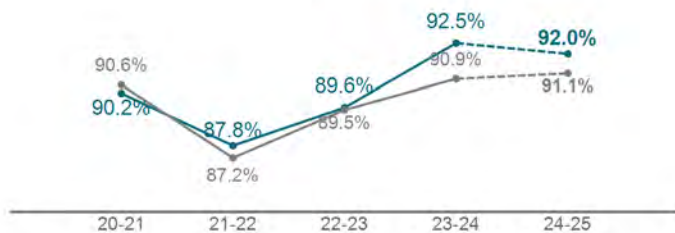
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Attendance Rate

Lafayette
All Students
N = 860



African American
N = 104



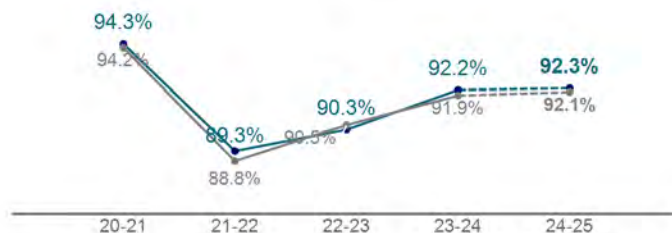
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 677



Pacific Islander

Subgroup with fewer than 20 students.

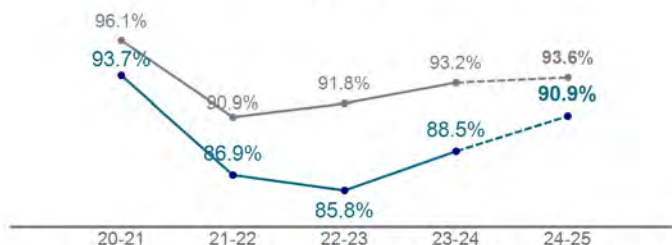
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

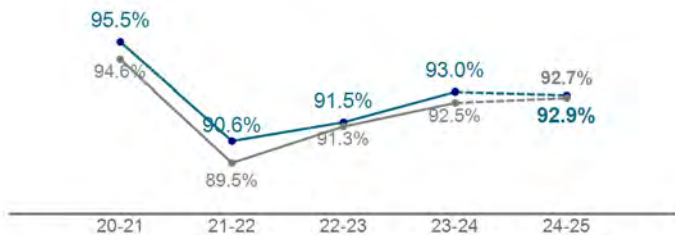
Other
N = 37



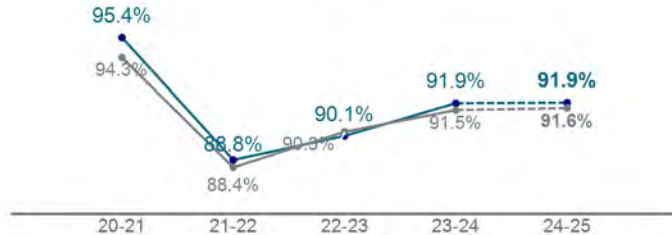
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

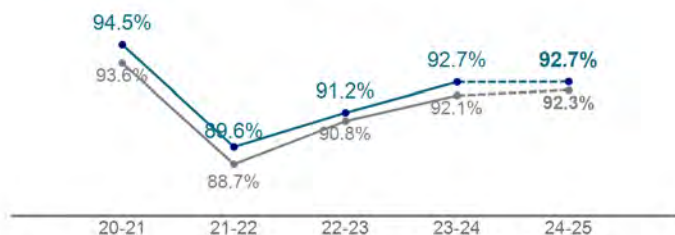
EL + RFEP
N = 279



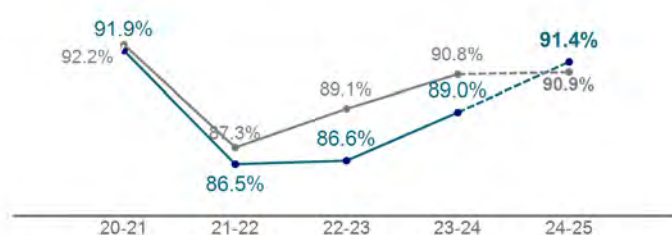
Low SES
N = 679



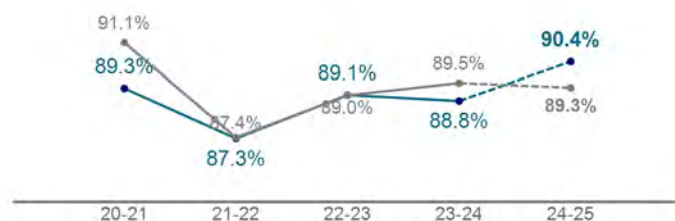
English Learner
N = 214



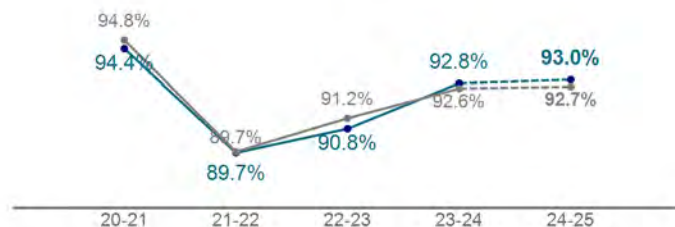
Special Education
N = 69



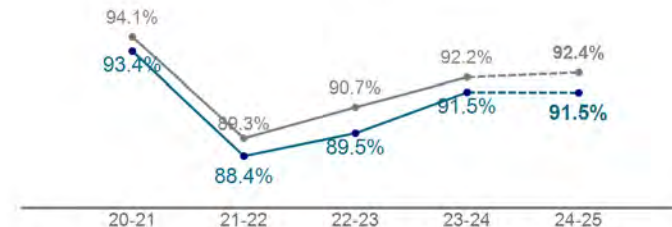
Homeless or Foster Youth
N = 51



Female
N = 415



Male
N = 444



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands

School Data by Subgroup

Lafayette 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students		Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate
All Students	898	898	7	20	16	25	33	26.7%	36.5%	42.5%	24.7%
Grade	Gr. TK	25	16	12	24	20	28	28.0%	68.0%	52.0%	38.0%
	Gr. K	134	9	28	22	18	24	36.6%	51.1%	58.2%	32.3%
	Gr. 01	140	8	20	14	24	34	27.9%	31.2%	41.4%	25.1%
	Gr. 02	157	6	18	14	27	35	24.2%	31.4%	38.2%	24.2%
	Gr. 03	154	4	18	18	29	32	21.4%	36.1%	39.6%	19.6%
	Gr. 04	152	7	19	11	28	36	25.7%	35.9%	36.8%	21.8%
	Gr. 05	136	9	17	15	23	36	25.7%	27.9%	41.2%	21.3%
Ethnicity	African American	112	12	18	13	18	40	29.5%	39.6%	42.0%	32.5%
	American Indian	1	100					100.0%	0.0%	100.0%	33.3%
	Asian	11	36	18	18	27		36.4%	42.9%	54.5%	14.2%
	Cambodian	16	6	38	6	31	19	43.8%	53.3%	50.0%	18.1%
	Filipino	11	9	27	27	36		9.1%	0.0%	36.4%	14.4%
	Hispanic	714	6	20	17	26	32	25.9%	36.4%	42.4%	27.2%
	Pacific Islander	3	33	67				33.3%	40.0%	33.3%	37.4%
	White	16	6	6	6	19	63	12.5%	12.5%	18.8%	11.9%
	Other	30	17	27	13	27	17	43.3%	58.6%	56.7%	20.5%
Gender	Female	444	5	17	17	25	36	22.5%	30.7%	39.2%	23.7%
	Male	453	9	22	15	25	30	30.7%	42.5%	45.7%	25.6%
	Nonbinary	1	100					100.0%	0.0%	100.0%	25.0%

The percentages may not equal 100% due to rounding.

Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 2/28/2025

Chronic Absence by Attendance Bands
School Data by Subgroup
Lafayette 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Low SES	686	7	22	15	24	32	29.4%	36.5%	44.0%	29.5%
	ELL	268	5	18	16	30	31	22.4%	36.9%	38.4%	27.0%
	RFEP	42		12	14	21	52	11.9%	21.5%	26.2%	12.1%
	EL + RFEP	310	4	17	16	29	34	21.0%	33.2%	36.8%	24.8%
	Special Ed.	71	18	21	17	18	25	39.4%	51.5%	56.3%	31.3%
	Spec Ed. Speech/RSP	35		23	11	14	23	34.3%	44.6%	48.6%	23.3%
	Homeless/Foster	70	14	27	14	23	21	41.4%	51.5%	55.7%	39.4%
	Foster	12	17	25	8	17	33	41.7%	20.0%	50.0%	31.7%
	Homeless	58	14	28	16	24	19	41.4%	57.1%	56.9%	40.7%
	GATE/Excel	90		2	11	9	32	13.3%	19.1%	22.2%	10.1%

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,319	6	18	17	23	36	24.7%	32.2%	41.7%
Addams	792	7	22	16	22	33	28.9%	36.7%	44.4%
Alvarado	420	6	21	21	20	32	27.6%	40.0%	48.6%
Barton	463	11	26	19	21	23	37.4%	47.3%	56.2%
Birney	513	6	22	17	20	35	27.7%	31.6%	44.4%
Bixby	554	3	14	19	27	37	17.0%	25.1%	35.9%
Bryant	360	9	21	18	22	30	29.4%	35.1%	47.8%
Burbank	599	8	21	20	24	28	28.2%	36.7%	47.7%
Burcham	352	1	13	17	26	44	13.6%	23.8%	30.4%
Carver	525	2	12	13	28	45	13.7%	21.4%	26.7%
Chavez	328	11	22	20	21	26	33.2%	42.9%	53.0%
Cleveland	464	4	10	17	29	41	14.0%	23.9%	30.6%
Dooley	772	8	25	20	21	25	33.3%	38.5%	53.4%
Edison	472	10	20	16	19	35	29.9%	37.8%	45.6%
Emerson	345	2	8	15	25	50	9.9%	18.1%	24.6%
Fremont	456	3	11	15	25	45	14.5%	18.9%	29.8%
Gant	675	2	11	16	21	50	13.0%	19.4%	28.6%
Garfield	580	6	16	16	26	36	21.4%	35.0%	37.8%
Gompers	377	4	14	18	28	36	18.3%	30.5%	35.8%
Grant	1,012	10	22	18	20	30	31.8%	39.7%	50.2%
Harte	800	8	24	17	21	30	32.1%	38.2%	49.5%
Henry	820	6	14		27	53	7.0%	10.5%	20.6%
Herrera	720	8	22	20	21	28	30.6%	34.2%	50.6%
Holmes	396	7	19	19	22	32	26.5%	37.0%	45.7%
Hudson	301	11	22	17	20	30	32.9%	38.7%	49.5%
Kettering	354	5	12	15	24	44	17.5%	23.2%	32.2%
King	612	8	22	16	20	34	29.9%	35.6%	45.8%

The percentages may not equal 100% due to rounding.

Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 2/28/2025

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
Lafayette	898	7	20	16	25	33	26.7%	36.5%	42.5%
Lincoln	852	9	24	16	19	32	33.7%	40.5%	49.4%
Longfellow	978	2	14	16	25	42	16.6%	23.5%	32.9%
Los Cerritos	479	1	11	16	25	47	12.9%	19.4%	28.6%
Lowell	615	2	13	14	25	47	14.3%	23.5%	28.0%
Macarthur	319	3	20	21	26	30	22.6%	30.3%	43.6%
Madison	434	3	18	17	21	40	21.2%	30.2%	38.2%
Mann	361	6	23	17	22	32	28.3%	32.8%	45.4%
McKinley	522	8	25	17	21	30	32.2%	36.6%	49.2%
Naples	317	3	11	18	28	39	14.2%	20.4%	32.2%
Oropeza	591	11	25	16	18	30	36.0%	38.1%	52.5%
Prisk	480	3	11	16	25	45	13.5%	19.7%	29.4%
Riley	443	2	18	15	29	36	20.1%	29.0%	35.4%
Roosevelt	905	13	22	20	18	28	34.6%	37.9%	54.4%
Signal Hill	649	5	16	16	22	41	21.3%	33.6%	37.1%
Smith	699	9	18	17	20	36	26.3%	32.9%	43.8%
Stevenson	534	10	22	19	18	32	31.6%	42.7%	50.2%
Twain	475	4	19	16	27	34	22.9%	26.1%	39.2%
Webster	516	8	21	18	20	34	29.1%	39.7%	46.7%
Whittier	598	8	19	16	20	36	27.8%	40.1%	43.8%
Willard	592	6	24	19	21	29	30.1%	33.9%	49.5%

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,816	8	15	14	20	43	22.8%	26.3%	36.3%
Bancroft	845	4	13	13	21	49	17.3%	22.6%	30.5%
Franklin	1,090	14	20	13	18	35	34.3%	37.8%	47.0%
Hamilton	850	9	19	16	19	38	27.5%	33.7%	43.3%
Hoover	533	6	11	12	20	50	17.4%	19.2%	29.8%
Hughes	1,299	4	11	13	24	47	14.9%	18.0%	28.2%
Jefferson	1,034	9	13	13	22	44	21.5%	27.2%	34.1%
Keller	478	1	5	12	22	59	6.5%	9.2%	18.4%
Lindbergh	437	12	18	16	19	36	29.5%	33.2%	45.1%
Lindsey	753	11	16	15	20	37	27.0%	28.5%	42.2%
Marshall	980	4	13	15	19	49	16.5%	24.4%	31.9%
Nelson	866	9	18	13	19	40	27.8%	25.3%	40.5%
Rogers	805	4	11	12	18	54	15.4%	18.4%	27.8%
Stanford	1,178	4	12	11	23	50	16.1%	18.7%	27.3%
Stephens	725	14	19	15	17	34	33.4%	39.0%	48.8%
Washington	943	15	21	15	19	31	35.6%	36.1%	50.2%

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
All K8	5,844	6	14	14	23	42	20.2%	23.7%	34.6%
Avalon	473	8	24	19	25	24	31.5%	32.7%	51.0%
Cubberley	963	2	10	11	23	54	12.0%	13.4%	22.9%
Muir	1,086	7	16	18	23	37	22.7%	28.6%	40.2%
Newcomb	878	2	9	12	23	54	10.8%	17.6%	22.6%
Powell	808	13	21	16	21	29	33.9%	35.4%	49.8%
Robinson	803	9	17	13	19	42	26.3%	28.1%	39.1%
Tincher	833	1	10	14	27	48	11.0%	14.2%	25.0%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category						Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate	
All High	20,512		12	15	13	19	41	26.7%	27.9%	39.5%	
Browning	346		17	15	12	18	38	32.1%	39.9%	43.6%	
Cabrillo	1,805		22	20	13	18	26	42.0%	34.3%	55.3%	
CAMS	667				5	5	15	75	5.2%	6.4%	10.2%
Jordan	2,288		11	15	13	20	41	25.7%	29.8%	38.8%	
Lakewood	2,644		10	16	14	19	41	26.1%	28.6%	39.9%	
McBride	723		5	12	13	21	49	16.9%	17.5%	30.3%	
Millikan	3,395		5	12	13	22	48	16.3%	17.8%	29.5%	
PAAL	172		48	27	12	6	6	75.6%	63.2%	87.8%	
Polytechnic	3,823		13	15	13	19	41	27.3%	32.9%	40.0%	
Reid	168		73	18	7	2		91.1%	84.6%	97.6%	
Renaissance	411		11	11	13	19	46	21.7%	30.5%	35.0%	
Sato	502			2	5	10	19	64	6.8%	5.8%	17.1%
Wilson	3,568		16	17	13	18	36	33.0%	29.6%	46.1%	

Chronic Absence by Attendance Bands

School Comparison by Subgroup

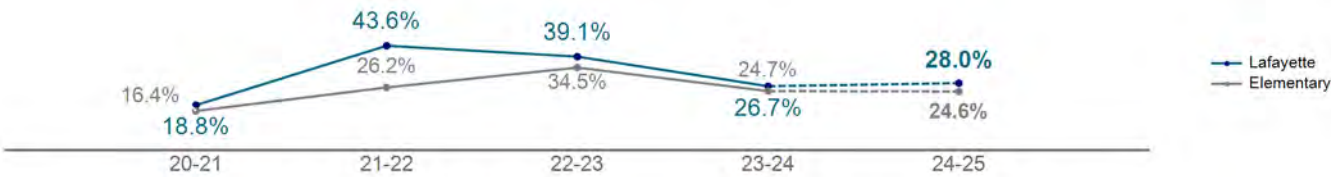
All 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

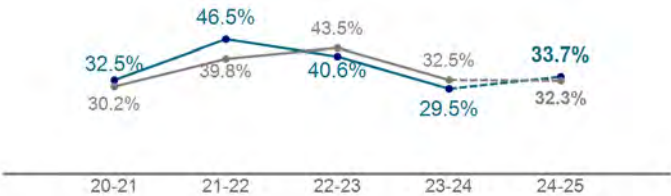
								Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
School	# Students	Percent by Category								
District	65,491		8	16	15	21	40	24.6%	29.0%	39.3%

Percent of Students in the Moderately or Severely Chronic Categories

Lafayette
All Students
N = 849



African American
N = 104



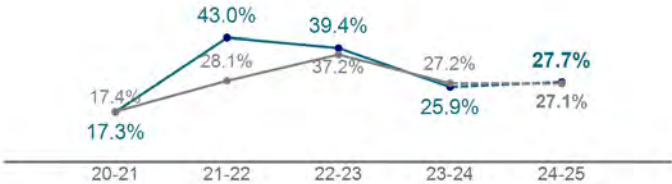
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 669



Pacific Islander

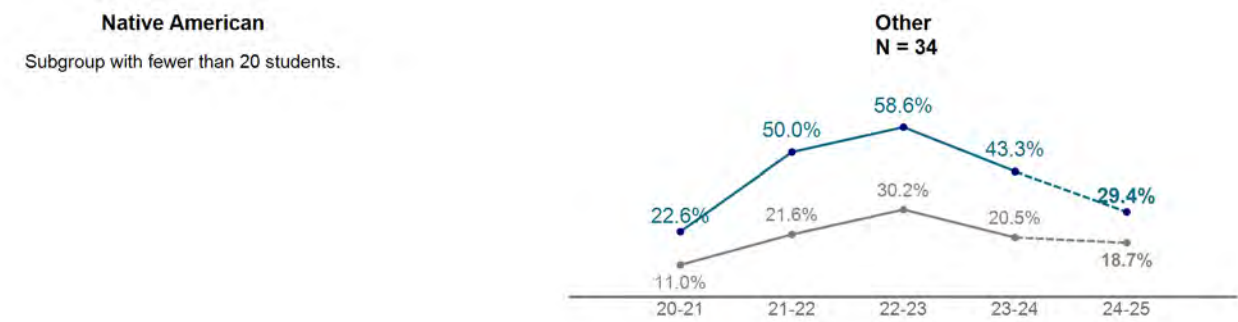
Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroubs under 20 students are not included.

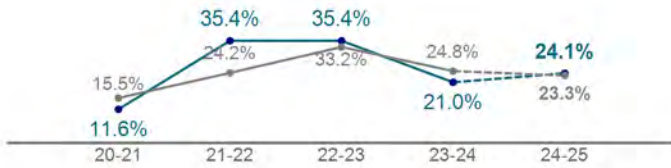
Percent of Students in the Moderately or Severely Chronic Categories



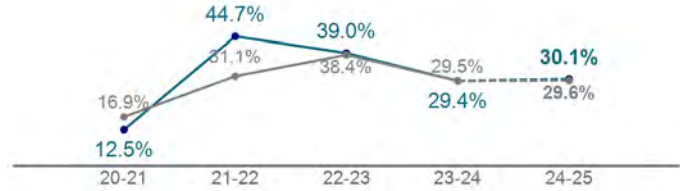
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

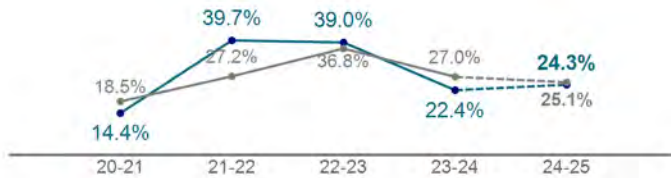
EL + RFEP
N = 278



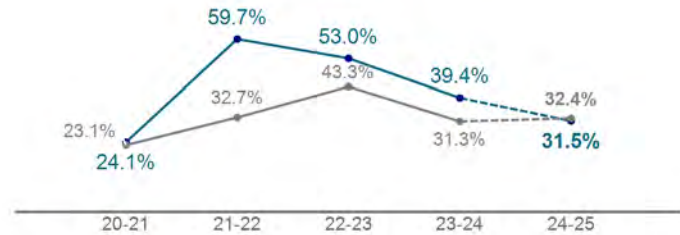
Low SES
N = 684



English Learner
N = 214



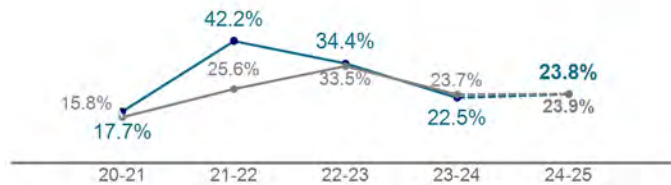
Special Education
N = 73



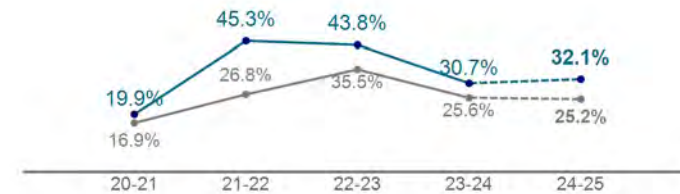
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 412



Male
N = 436



SBAC ELA 2024 :: School Data by Subgroup

Lafayette

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	411	411	62%	38	24	22	16	38%	↑3		↑4
		All Elementary	51%	31	20	23	26	49%	↑1		↑4
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	145	60%	36	24	21	19	40%	↑1		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	26	48%	↑-		-
	Gr. 04	137	66%	45	22	18	15	34%	↑8		↓6
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	129	60%	34	26	27	12	40%	↓2		↑13
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	338	64%	38	26	22	14	36%	↑2		↑4
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	46	65%	48	17	24	11	35%	↑5		↓4
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Other	10*	40%	30	10	20	40	60%	↑5		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	Cambodian	6*	17%		17	33	50	83%	↑43		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

2/28/25

Lafayette

Category		Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Filipino	6*	17%	17	17	67	83%	↑23		-	
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Asian	5*	40%	20	20	40	20	60%	↑17		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	White	4*	25%	25	25	50	75%	↑42		-	
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Pacific Islander	2*	100%	100			0%	-		-	
All Elementary		66%	37	29	25	9	34%	↑3		↓2	
District		57%	28	29	31	11	43%	↑5		↑2	
Gender	Female	200	60%	31	29	23	18	40%	↑5		↑3
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	211	64%	45	19	22	14	36%	↑-		↑4
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100			0%	↓50		-	
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	144	69%	42	27	18	13	31%	↑4		↑10
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	112	80%	52	29	15	4	20%	↑5		↑9

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SBAC ELA 2024 :: School Data by Subgroup

2/28/25

Lafayette

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	ELL	All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	32	28%	6	22	28	44	72%	↑15		↑13
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	4*	100%	75	25			0%	-		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	67	15%	6	9	19	65	85%	↑2		↓16
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	30	70%	43	27	23	7	30%	↑7		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	34	74%	47	26	21	6	26%	↑6		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	326	64%	40	24	22	14	36%	↑-		↑3
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	36	86%	72	14	14		14%	↑9		↑10
		All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	36	86%	72	14	14		14%	↑9		↑10

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SBAC ELA 2024 :: School Data by Subgroup

Lafayette

Category		Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
Special Populations	Spec Ed. Speech/RSP	All Elementary	77%	58	20	13	10	23%	↓-			↑4
		District	79%	57	22	14	7	21%	↑-			↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Lafayette

2/28/25

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	421	421	64%	37	27	22	14	36%	↑1		↓5
		All Elementary	56%	30	26	23	21	44%	↑4		↓1
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 03	147	60%	37	22	23	17	40%	↓7		-
		All Elementary	51%	28	24	27	22	49%	↑3		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	144	59%	27	32	28	13	41%	↑13		↓5
		All Elementary	55%	26	29	25	20	45%	↑5		↓-
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	130	75%	48	26	14	12	25%	↓2		↓4
		All Elementary	62%	37	26	18	20	38%	↑3		↓2
		District	62%	36	26	18	20	38%	↑3		↓3
Ethnicity	Hispanic	348	65%	38	27	21	14	35%	↓1		↓6
		All Elementary	63%	34	29	22	14	37%	↑3		↓2
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	46	76%	41	35	15	9	24%	↑6		↑7
		All Elementary	73%	45	29	17	9	27%	↑3		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	Other	10*	60%	40	20	20	20	40%	↑13		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	Cambodian	6*	33%	33		33	33	67%	↑7		-
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Lafayette

2/28/25

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Filipino	6*	17%	17	67	17	83%	↑3		-	
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	Asian	5*	20%	20	60	20	80%	↑37		-	
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	White	4*	25%	25	25	50	75%	↑25		-	
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Pacific Islander	2*	50%	50	50	50	50%	↑50		-	
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
Gender	Female	207	71%	40	30	20	10	29%	↓2		↓3
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	214	58%	35	23	24	18	42%	↑4		↓6
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	All Elementary*	100%	100			0%	↓25		-	
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	154	69%	41	28	17	14	31%	↑-		↓7
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	122	82%	52	30	14	4	18%	↓2		↓11

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Lafayette

2/28/25

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	ELL	All Elementary	81%	52		30	14	5	19%	↑2		↑2
		District	89%	65		23	9	3	11%	↑1		↑1
	RFEP	32	19%		19	28	53	81%	↑24		↑4	
		All Elementary	32%	8	24	35	33	68%	↑11		↓-	
		District	64%	35	29	21	15	36%	↑2		↓4	
	Foster	4*	100%	25	75			0%	-		-	
		All Elementary	77%	51	27	17	5	23%	↑2		↓2	
		District	84%	62	23	12	4	16%	↑-		↓3	
	GATE/Excel	67	7%	16	39	54	93%	↑15		↓4		
		All Elementary	10%	19	29	61	90%	↑6		↓4		
		District	21%	6	16	28	51	79%	↑5		↓4	
	Homeless	32	75%	41	34	16	9	25%	↑1		-	
		All Elementary	76%	46	30	15	9	24%	↓4		↑3	
		District	82%	56	25	11	7	18%	↓4		↓1	
	Homeless/Foster	36	78%	39	39	14	8	22%	↑-		↓10	
		All Elementary	76%	47	30	15	9	24%	↓4		↑3	
		District	82%	57	25	11	7	18%	↓4		↓2	
	Low SES	328	66%	39	27	23	12	34%	↓1		↓3	
		All Elementary	65%	36	29	21	13	35%	↑2		↓1	
		District	72%	45	27	17	11	28%	↑-		↓2	
	Special Ed.	36	81%	56	25	14	6	19%	↑1		↓7	
		All Elementary	80%	58	22	12	9	20%	↑2		↑-	
		District	86%	70	17	8	6	14%	↑1		↓-	
	Spec Ed. Speech/RSP	36	81%	56	25	14	6	19%	↑1		↓7	

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Lafayette

2/28/25

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Spec Ed. Speech/RSP	All Elementary	76%	51	25	13	11	24%	↑2		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Lafayette

2/28/25

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	130	130	85%	26	59	12	2	15%	↑4	-
		All Elementary	70%	17	53	20	10	30%	↓-	-
		District	73%	17	57	19	7	27%	↑1	-
Grade	Gr. 05	130	85%	26	59	12	2	15%	↑4	-
		All Elementary	70%	17	53	20	10	30%	↓-	-
		District	69%	17	52	21	10	31%	↑1	-
Ethnicity	Hispanic	108	85%	27	58	13	2	15%	↑5	-
		All Elementary	77%	19	58	17	6	23%	↓1	-
		District	80%	20	60	16	4	20%	↑1	-
	African American	13*	85%	31	54	15		15%	↑15	-
		All Elementary	81%	26	55	16	3	19%	↓-	-
		District	86%	24	62	12	2	14%	↑1	-
	Other	5*	80%	20	60	20		20%	↑20	-
		All Elementary	50%	10	41	30	20	50%	↑1	-
		District	56%	10	46	28	16	44%	↑1	-
	Asian	2*	100%	100				0%	-	-
		All Elementary	51%	6	44	27	22	49%	↑6	-
		District	55%	7	48	30	15	45%	↑2	-
	Cambodian	2*	100%	100				0%	-	-
		All Elementary	60%	5	55	27	13	40%	↑1	-
		District	63%	8	55	26	11	37%	↑3	-
	Filipino	1*	100%	100				0%	↓100	-
		All Elementary	52%	4	47	24	24	48%	↓3	-
		District	55%	6	49	32	13	45%	↓1	-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Lafayette

2/28/25

Category		Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Ethnicity	White	1*	<div><div>100%</div><div>100</div><div>0%</div></div>					-	<div></div>	-
		All Elementary	<div><div>41%</div><div>5</div><div>36</div><div>32</div><div>26</div><div>59%</div></div>					↑-	<div></div>	-
		District	<div><div>50%</div><div>6</div><div>44</div><div>30</div><div>19</div><div>50%</div></div>					↑1	<div></div>	-
Gender	Female	65	<div><div>88%</div><div>26</div><div>62</div><div>9</div><div>3</div><div>12%</div></div>					↑5	<div></div>	-
		All Elementary	<div><div>70%</div><div>16</div><div>55</div><div>20</div><div>10</div><div>30%</div></div>					↑1	<div></div>	-
		District	<div><div>73%</div><div>15</div><div>58</div><div>20</div><div>7</div><div>27%</div></div>					↑1	<div></div>	-
	Male	65	<div><div>83%</div><div>26</div><div>57</div><div>15</div><div>2</div><div>17%</div></div>					↑4	<div></div>	-
		All Elementary	<div><div>70%</div><div>18</div><div>52</div><div>20</div><div>11</div><div>30%</div></div>					↓1	<div></div>	-
		District	<div><div>73%</div><div>18</div><div>55</div><div>19</div><div>8</div><div>27%</div></div>					↑-	<div></div>	-
	Nonbinary	District	<div><div>61%</div><div>9</div><div>52</div><div>26</div><div>13</div><div>39%</div></div>					↑7	<div></div>	-
Special Populations	EL + RFEP	52	<div><div>83%</div><div>25</div><div>58</div><div>15</div><div>2</div><div>17%</div></div>					↑9	<div></div>	-
		All Elementary	<div><div>84%</div><div>25</div><div>58</div><div>12</div><div>4</div><div>16%</div></div>					↓2	<div></div>	-
		District	<div><div>84%</div><div>22</div><div>62</div><div>13</div><div>3</div><div>16%</div></div>					↓-	<div></div>	-
	ELL	36	<div><div>97%</div><div>36</div><div>61</div><div>3</div><div></div><div>3%</div></div>					↑3	<div></div>	-
		All Elementary	<div><div>97%</div><div>35</div><div>62</div><div>3</div><div></div><div>3%</div></div>					↑-	<div></div>	-
		District	<div><div>98%</div><div>40</div><div>58</div><div>2</div><div></div><div>2%</div></div>					↑-	<div></div>	-
	RFEP	16*	<div><div>50%</div><div></div><div>50</div><div>44</div><div>8</div><div>50%</div></div>					↑32	<div></div>	-
		All Elementary	<div><div>55%</div><div>3</div><div>51</div><div>32</div><div>13</div><div>45%</div></div>					↑7	<div></div>	-
		District	<div><div>76%</div><div>12</div><div>64</div><div>20</div><div>5</div><div>24%</div></div>					↓-	<div></div>	-
	GATE/Excel	10*	<div><div>20%</div><div></div><div>20</div><div>50</div><div>30</div><div>80%</div></div>					↑42	<div></div>	-
		All Elementary	<div><div>21%</div><div></div><div>20</div><div>40</div><div>39</div><div>79%</div></div>					↑11	<div></div>	-
		District	<div><div>35%</div><div>3</div><div>33</div><div>39</div><div>25</div><div>65%</div></div>					↑8	<div></div>	-
	Foster	All Elementary	<div><div>84%</div><div>39</div><div>45</div><div>13</div><div>3</div><div>16%</div></div>					↓3	<div></div>	-
		District	<div><div>89%</div><div>32</div><div>57</div><div>8</div><div>2</div><div>11%</div></div>					↓1	<div></div>	-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Lafayette

Category		Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless	13*	92%	31	62	8		8%	↑8		-	
		All Elementary	85%	30	56	13	2	15%	↓2		-	
		District	86%	28	59	12	1	14%	↑-		-	
	Homeless/Foster	13*	92%	31	62	8		8%	↑8		-	
		All Elementary	85%	30	54	13	2	15%	↓2		-	
		District	87%	28	59	12	1	13%	↓-		-	
	Low SES	111	86%	27	59	12	2	14%	↑4		-	
		All Elementary	79%	20	58	16	5	21%	↓2		-	
		District	82%	20	61	15	4	18%	↓1		-	
	Special Ed.	14*	93%	57	36	7		7%	↑7		-	
		All Elementary	89%	44	45	8	3	11%	↓-		-	
		District	92%	41	51	6	2	8%	↑1		-	
	Spec Ed. Speech/RSP	14*	93%	57	36	7		7%	↑7		-	
		All Elementary	86%	35	51	10	4	14%	↓-		-	
		District	89%	34	55	8	3	11%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Lafayette

2/28/25

Category				Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
				N	Growth Target			
					Declined	Below Target	Above Target	Accelerated*
E L A	All Students	259	259	47		19	28	25 29
			All ES	44		25	22	25 29
			District	30		33	15 16	36
	Grade	Gr. 04 (Minimum Growth Target: 44)	133	38		24	35	20 21
			All ES	43		25	24	27 24
			District	42		26	24	27 24
		Gr. 05 (Minimum Growth Target: 35)	126	57		13	21	29 37
			All ES	44		24	19	23 34
			District	42		25	20	22 33
	Ethnicity	Hispanic	213	46		19	28	24 29
			All ES	44		25	22	24 29
			District	29		34	15 16	36
		African American	30	44		17	33	30 20
			All ES	42		25	21	23 31
			District	28		34	15 15	37
		Other	6^	-		17	33	50
			All ES	45		22	21	29 28
			District	32		30	16 19	35
		Asian	4^	-		25	25	25 25
			All ES	52		23	20	23 34
			District	35		31	14 15	40

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Lafayette

2/28/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
ELA	Ethnicity	Cambodian	4^	-			25	75
			All ES	53	20	22	25	34
			District	34	30	16	16	38
		Filipino	3^	-	33	33	33	
			All ES	40	24	24	25	27
			District	35	29	16	17	38
		White	3^	-		33	33	33
			All ES	41	26	22	26	27
			District	28	33	15	18	34
	Gender	Female	113	53	13	27	27	33
			All ES	45	24	22	25	29
			District	32	31	15	17	36
		Male	146	42	23	29	23	25
			All ES	43	25	21	24	29
			District	27	35	15	15	35
		Nonbinary	All ES^	-23	100	0		
			District	5	53	6	12	29
	Special Populations	EL + RFEP	90	55	17	29	14	40
			All ES	43	25	22	23	30
			District	29	34	14	14	38
		ELL	67	55	16	30	15	39

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Lafayette

2/28/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A Special Populations	ELL	All ES	43	<div><div>25</div><div>22</div><div>23</div><div>30</div></div>			
		District	33	<div><div>32</div><div>17</div><div>16</div><div>35</div></div>			
	RFEP	23	54	<div><div>17</div><div>26</div><div>13</div><div>43</div></div>			
		All ES	44	<div><div>25</div><div>24</div><div>22</div><div>29</div></div>			
	District	26	<div><div>35</div><div>12</div><div>13</div><div>40</div></div>				
	Foster	1^	-	<div><div>100</div><div>0</div></div>			
		All ES	32	<div><div>32</div><div>31</div><div>15</div><div>22</div></div>			
		District	9	<div><div>40</div><div>19</div><div>13</div><div>28</div></div>			
	GATE/Excel	47	34	<div><div>30</div><div>15</div><div>32</div><div>23</div></div>			
		All ES	41	<div><div>26</div><div>21</div><div>28</div><div>25</div></div>			
		District	31	<div><div>31</div><div>16</div><div>18</div><div>35</div></div>			
	Homeless	20	-	<div><div>15</div><div>40</div><div>20</div><div>25</div></div>			
		All ES	47	<div><div>25</div><div>20</div><div>21</div><div>33</div></div>			
		District	27	<div><div>35</div><div>14</div><div>14</div><div>37</div></div>			
	Homeless/Foster	21	-	<div><div>14</div><div>43</div><div>19</div><div>24</div></div>			
		All ES	45	<div><div>26</div><div>22</div><div>20</div><div>32</div></div>			
		District	25	<div><div>35</div><div>15</div><div>14</div><div>36</div></div>			
	Low SES	217	48	<div><div>18</div><div>29</div><div>22</div><div>30</div></div>			
		All ES	44	<div><div>25</div><div>22</div><div>24</div><div>30</div></div>			
		District	29	<div><div>33</div><div>15</div><div>16</div><div>35</div></div>			
	Special Ed.	28	47	<div><div>21</div><div>25</div><div>25</div><div>29</div></div>			

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Lafayette

2/28/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
					Growth Target				
			N		Declined	Below Target	Above Target	Accelerated*	
ELA	Special Populations	Special Ed.	All ES	38		30	18	21	30
			District	28		35	15	15	35
		Spec Ed. Speech/RSP	28	47		21	25	25	29
			All ES	43		28	19	20	32
			District	31		34	15	15	36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Lafayette

2/28/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
All Students	259		259	38		22	31	27	20
		All ES	39		22	28	29	21	
		District	22		35	19	19	27	
Grade	Gr. 04 (Minimum Growth Target: 42)		133	47		17	30	32	22
		All ES	48		17	28	32	23	
		District	47		17	29	32	23	
	Gr. 05 (Minimum Growth Target: 39)		126	27		28	32	23	17
		All ES	31		28	28	25	19	
		District	30		29	28	25	18	
Math Ethnicity	Hispanic		214	36		23	29	28	19
		All ES	38		23	28	28	20	
		District	20		36	20	18	26	
	African American		29	49		17	31	24	28
		All ES	38		25	26	26	23	
		District	18		38	18	17	26	
	Other		6^	-		17	33	33	17
		All ES	40		22	27	29	22	
		District	27		32	18	20	30	
	Asian		4^	-		25	50	25	0
		All ES	46		18	25	31	25	
		District	25		32	18	21	28	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Lafayette

2/28/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
Ethnicity	Cambodian	4^	-		25	25	50	0	
		All ES	42		20	27	30	24	
		District	24		33	19	21	27	
	Filipino	3^	-			67		33	0
		All ES	45		14	32	32	21	
		District	37		25	19	22	35	
	White	3^	-			67		33	
		All ES	43		20	28	33	20	
		District	27		31	20	21	28	
Gender	Female	114	34		26	30	26	18	
		All ES	38		23	28	29	20	
		District	21		35	19	19	26	
	Male	145	40		19	32	28	21	
		All ES	40		22	28	28	22	
		District	23		34	19	19	28	
	Nonbinary	All ES^	30				100		0
		District	11		45	15	6	33	
Special Populations	EL + RFEP	91	36		21	32	31	16	
		All ES	40		21	29	27	22	
		District	20		37	19	16	27	
	ELL	68	33		22	29	32	16	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Lafayette

2/28/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	ELL	All ES	40		23	27	26	23
		District	24		34	20	18	27
	RFEP	23	45		17	39	26	17
		All ES	40		18	33	30	20
		District	15		40	18	15	28
	Foster	1^	-				100	0
		All ES	32		31	21	21	28
		District	11		39	20	14	27
	GATE/Excel	47	46		11	38	26	26
		All ES	41		19	30	32	19
		District	28		29	21	22	29
	Homeless	20	-		20	45	10	25
		All ES	42		22	30	26	23
		District	20		37	19	17	27
	Homeless/Foster	21	46		19	43	14	24
		All ES	41		23	29	25	23
		District	19		37	19	16	27
	Low SES	217	39		22	29	29	21
		All ES	39		23	28	28	21
		District	21		36	19	18	27
	Special Ed.	28	50		14	29	25	32

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Lafayette

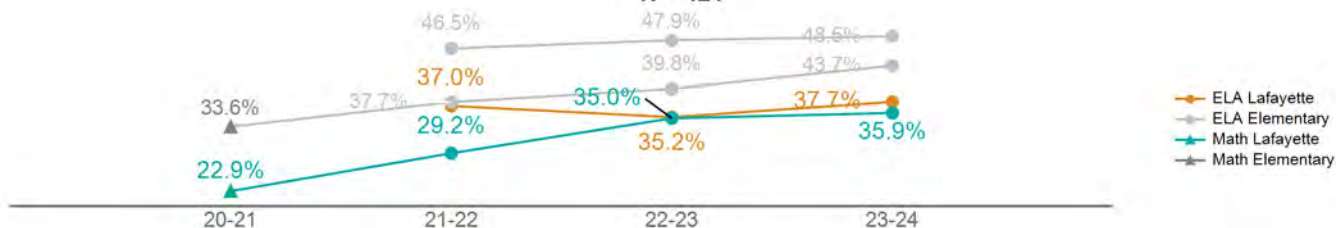
2/28/25

Category				Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
					Growth Target			
				N	Declined	Below Target	Above Target	Accelerated*
Math	Special Populations	Special Ed.	All ES	39		26	25	23 27
			District	20		38	18 17	26
		Spec Ed. Speech/RSP	28	50		14	29	25 32
			All ES	40		25	26	24 26
			District	20		37	18 17	28

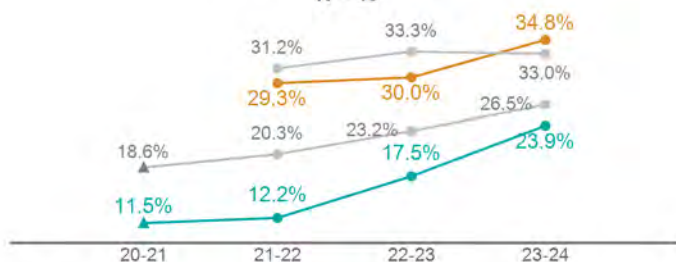
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Lafayette
All Students
N = 421



African American
N = 46



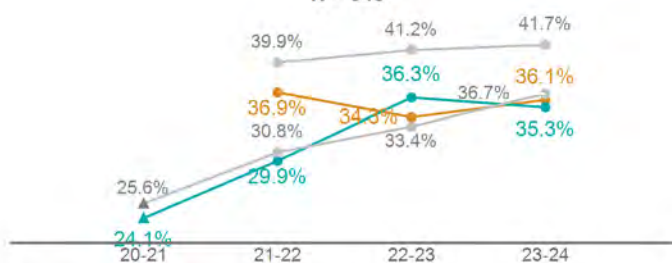
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 348



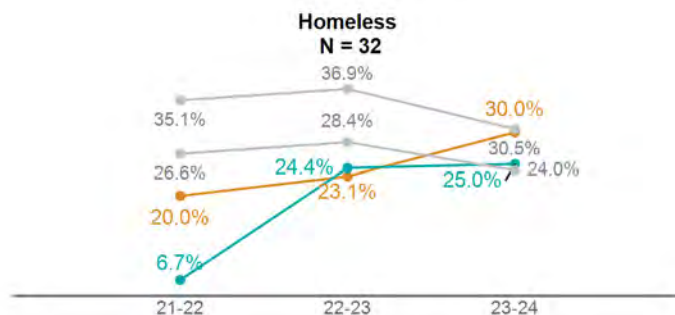
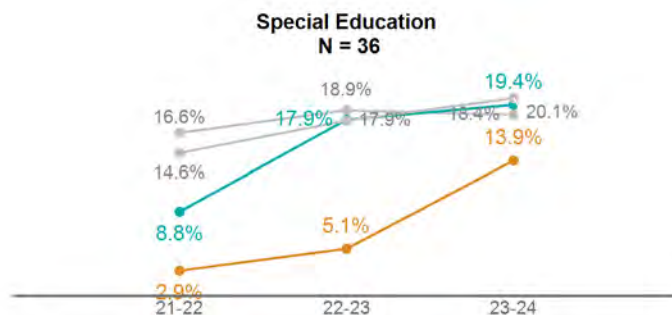
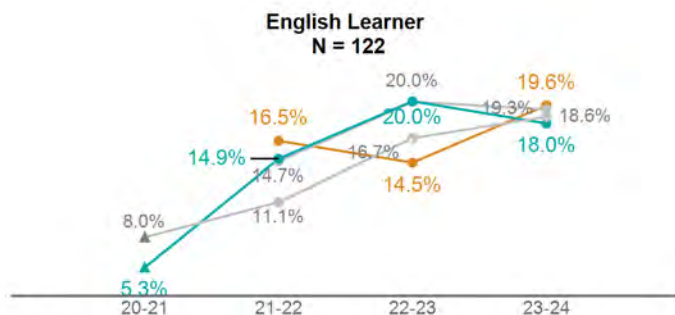
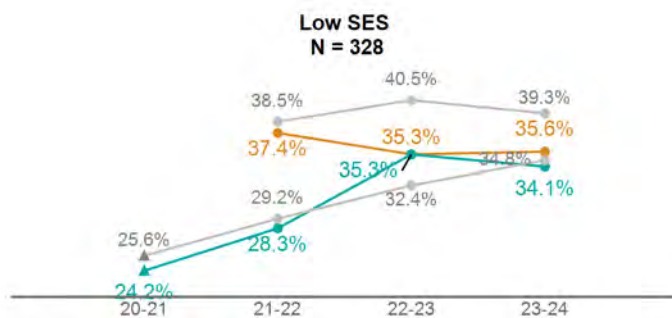
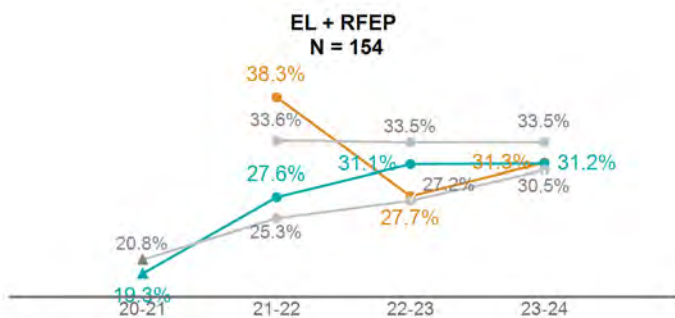
Pacific Islander

Subgroup with fewer than 20 students.

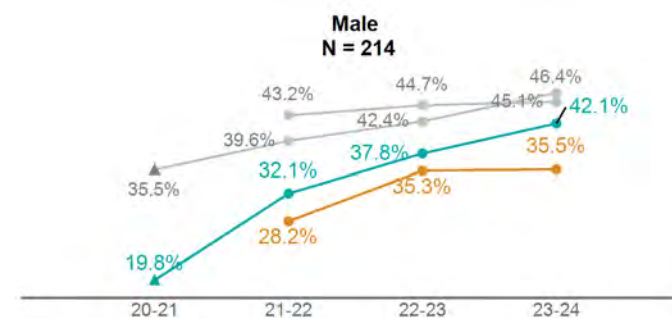
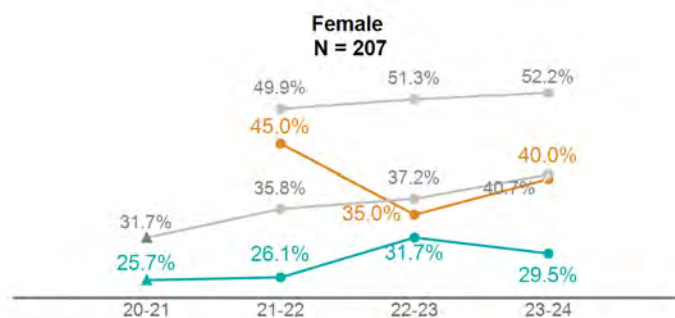
White

Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC



Foster Youth
Subgroup with fewer than 20 students.



SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	63	87%	32	56	10	3	13%	↓1		-
Kettering	42	48%	48	40	12		52%	↓7		-
King	96	85%	18	68	10	4	15%	↓9		-
Lafayette	130	85%	26	59	12	2	15%	↑4		-
Lincoln	141	79%	17	62	18	3	21%	↑-		-
Longfellow	165	50%	6	44	25	25	50%	↑7		-
Los Cerritos	88	56%	6	50	32	13	44%	↓11		-
Lowell	85	39%	12	27	38	24	61%	↑12		-
Macarthur	44	64%	9	55	30	7	36%	↓2		-
Madison	61	61%	8	52	23	16	39%	↓5		-
Mann	49	78%	39	39	22		22%	↑2		-
McKinley	85	78%	13	65	18	5	22%	↓2		-
Naples	42	36%	2	33	26	38	64%	↓1		-
Oropeza	95	74%	16	58	22	4	26%	↑15		-
Prisk	89	30%	2	28	25	45	70%	↓2		-
Riley	48	65%	8	56	23	13	35%	↑7		-
Roosevelt	170	89%	28	61	7	4	11%	↓6		-
Signal Hill	104	62%	14	47	23	15	38%	↑10		-
Smith	125	82%	25	57	16	2	18%	↓8		-
Stevenson	94	84%	24	60	12	4	16%	↓6		-
Twain	75	77%	25	52	15	8	23%	↓17		-
Webster	61	84%	20	64	13	3	16%	↓7		-
Whittier	107	88%	31	57	7	6	12%	↓4		-
Willard	89	80%	15	65	16	4	20%	↑7		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	4,011	75%	18	57	19	6	25%	↑3	<div><div></div><div></div><div></div></div>	-
Bancroft	269	73%	13	59	21	6	27%	↑2	<div><div></div><div></div><div></div></div>	-
Franklin	338	85%	29	56	14	1	15%	↑-	<div><div></div><div></div><div></div></div>	-
Hamilton	280	84%	26	58	14	2	16%	↑4	<div><div></div><div></div><div></div></div>	-
Hoover	177	86%	17	69	11	3	14%	↑5	<div><div></div><div></div><div></div></div>	-
Hughes	418	65%	11	54	25	11	35%	↑4	<div><div></div><div></div><div></div></div>	-
Jefferson	324	77%	16	60	17	6	23%	↑5	<div><div></div><div></div><div></div></div>	-
Keller	146	62%	3	58	29	10	38%	↑4	<div><div></div><div></div><div></div></div>	-
Lindbergh	121	87%	23	64	11	2	13%	↑1	<div><div></div><div></div><div></div></div>	-
Lindsey	221	92%	23	69	8		8%	↓3	<div><div></div><div></div><div></div></div>	-
Marshall	305	69%	8	61	26	6	31%	↑6	<div><div></div><div></div><div></div></div>	-
Nelson	257	82%	21	61	14	4	18%	↑11	<div><div></div><div></div><div></div></div>	-
Rogers	269	43%	8	35	38	19	57%	↑3	<div><div></div><div></div><div></div></div>	-
Stanford	350	65%	17	47	23	13	35%	↓3	<div><div></div><div></div><div></div></div>	-
Stephens	237	86%	30	56	11	3	14%	↑-	<div><div></div><div></div><div></div></div>	-
Washington	299	90%	32	59	9		10%	↑1	<div><div></div><div></div><div></div></div>	-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,691	58%	33	25	20	22	42%	↑-	<div><div></div></div>	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	<div><div></div></div>	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	<div><div></div></div>	↓4
Muir	654	66%	36	30	20	14	34%	↑-	<div><div></div></div>	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	<div><div></div></div>	↓5
Powell	549	74%	49	26	16	10	26%	↑4	<div><div></div></div>	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	<div><div></div></div>	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	<div><div></div></div>	↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,285	68%	17	51	22	10	32%	↑2		-
Avalon	114	89%	27	62	10		11%	↓4		-
Cubberley	218	52%	10	43	28	20	48%	↑3		-
Muir	238	78%	17	61	17	5	22%	↑3		-
Newcomb	177	34%	2	32	40	26	66%	↓5		-
Powell	183	84%	33	51	14	2	16%	↑5		-
Robinson	182	87%	24	64	10	2	13%	↓1		-
Tincher	173	56%	10	46	32	12	44%	↑8		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%		↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8		8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%		↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,629	76%	55	22	14	10	24%	↓2		↓11
Browning	46	87%	76	11	13		13%	↑11		↓10
Cabrillo	334	91%	76	15	8		9%	↑1		↓5
CAMS	170	6%		15	18	76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2
Jordan	495	92%	75	17	6	2	8%	↑1		↓10
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12
McBride	178	55%	26	29	26	19	45%	↑10		↓8
Millikan	788	68%	41	27	21	11	32%	↓3		↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10
Reid	37	100%	92	8			0%	-		↓5
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20
Sato	123	29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12	4	16%	↓9		↓15

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,561	76%	15	61	19	5	24%	↓1		-
Browning	64	94%	27	67	6		6%	↓2		-
Cabrillo	383	92%	24	69	8		8%	↓5		-
CAMS	162	16%		15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-
Jordan	413	93%	22	72	6		7%	↓3		-
Lakewood	596	85%	17	68	14	1	15%	↓-		-
McBride	155	72%	13	59	24	4	28%	↓3		-
Millikan	755	67%	9	58	27	6	33%	↑5		-
Polytechnic	873	73%	14	59	19	7	27%	↓3		-
Reid	90	97%	42	54	3		3%	↑2		-
Renaissance	73	88%	12	75	11	1	12%	↓2		-
Sato	96	55%	4	51	32	13	45%	↓35		-
Wilson	757	75%	13	62	21	5	25%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	33%	33	33	33		67%	↑33		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,977	51%	29	22	27	23	49%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,113	64%	38	25	19	17	36%	↑2	<div><div></div><div></div><div></div></div>	↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/28/25

School	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
District	13,994	73%	17	57	19	7	27%		↑ 1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2024

	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
School Name	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	30.8%	-4.8%	27.6%	0.4%	26.2%	-0.4%	38.3%	-15.9%	African American	27.0%	4.2%
Alvarado	64.0%	6.8%	55.1%	-0.3%	67.9%	16.1%	67.9%	3.9%	African American	42.9%	15.6%
Avalon	23.7%	-2.4%	40.7%	14.8%	17.9%	4.5%	31.3%	-2.1%	Hispanic	20.2%	-0.1%
Barton	27.9%	4.6%	41.1%	15.4%	18.8%	0.7%	26.3%	-0.2%	African American	19.6%	10.4%
Birney	41.2%	-6.5%	31.2%	-16.7%	52.9%	4.5%	40.8%	-6.1%	African American	32.4%	-7.6%
Bixby	64.4%	-1.0%	47.9%	-14.9%	74.4%	12.4%	74.0%	1.6%	African American	50.0%	2.0%
Bryant	47.4%	4.0%	46.2%	14.1%	46.8%	-1.3%	49.1%	-0.9%	African American	23.8%	-8.2%
Burbank	47.6%	10.2%	42.9%	11.5%	43.4%	1.9%	54.9%	17.0%	Hispanic	42.4%	8.9%
Burcham	61.2%	-10.6%	57.9%	-1.0%	57.9%	-17.6%	68.6%	-12.4%	Hispanic	53.2%	-9.6%
Carver	68.2%	-2.6%	60.3%	-6.8%	69.1%	-4.9%	75.0%	3.6%	Hispanic	55.1%	-4.0%
Chavez	32.6%	1.1%	26.1%	-9.3%	36.7%	6.7%	34.8%	4.9%	Hispanic	31.0%	5.3%
Cleveland	81.2%	3.8%	88.1%	12.3%	78.7%	-7.4%	78.0%	8.3%	Hispanic	77.4%	4.9%
Cubberley	68.9%	1.3%	76.7%	-3.6%	66.3%	-14.4%	75.6%	4.8%	African American	43.2%	-2.1%
Dooley	42.6%	1.2%	35.3%	-10.9%	47.2%	0.6%	44.9%	12.5%	African American	32.2%	-0.6%
Edison	23.8%	-11.4%	15.2%	-9.8%	26.8%	-0.6%	30.7%	-19.3%	African American	23.3%	-3.6%
Emerson	74.4%	3.5%	72.2%	1.3%	74.1%	3.9%	77.1%	5.7%	Hispanic	65.2%	1.6%
Fremont	80.6%	0.3%	77.8%	-2.0%	81.0%	-3.4%	84.3%	6.2%	Hispanic	75.6%	8.5%
Gant	80.6%	1.6%	83.2%	7.7%	78.3%	1.8%	80.2%	-5.8%	Hispanic	75.0%	6.0%
Garfield	37.5%	-6.0%	40.0%	-3.3%	39.4%	3.5%	34.0%	-18.8%	Hispanic	31.9%	-7.2%
Gompers	48.6%	-10.9%	48.4%	-5.9%	42.1%	-10.8%	55.2%	-15.4%	African American	31.8%	-11.9%
Grant	32.2%	-4.9%	25.0%	-18.9%	37.9%	7.5%	33.3%	-3.5%	African American	15.2%	-18.9%
Harte	39.9%	3.9%	39.3%	2.8%	32.7%	3.7%	47.1%	5.1%	African American	20.9%	4.3%
Henry	69.4%	3.2%	63.4%	0.7%	67.5%	0.1%	77.3%	9.2%	Hispanic	68.7%	5.8%
Herrera	33.1%	-7.2%	28.6%	0.3%	25.9%	-5.8%	42.2%	-15.0%	African American	18.6%	-6.9%
Holmes	64.0%	6.4%	66.1%	6.1%	78.7%	17.2%	51.5%	0.6%	African American	52.0%	5.4%
Hudson	28.7%	-8.1%	30.8%	-14.8%	26.9%	-1.3%	28.6%	-9.4%	African American	24.3%	4.3%
Kettering	69.9%	-0.4%	68.1%	0.0%	76.6%	4.1%	64.3%	-6.2%	Hispanic	46.3%	-7.9%
King	30.1%	-2.9%	29.1%	-1.9%	24.5%	-2.9%	36.5%	-3.2%	African American	20.7%	-5.4%
Lafayette	37.7%	2.5%	40.0%	1.5%	33.6%	7.7%	39.5%	-2.2%	African American	34.8%	4.8%
Lincoln	41.9%	1.8%	42.6%	4.8%	38.8%	2.2%	44.6%	-2.5%	Hispanic	40.1%	2.9%
Longfellow	62.7%	2.0%	64.2%	8.7%	54.0%	-7.5%	68.5%	4.4%	African American	35.2%	-8.6%
Los Cerritos	63.3%	-9.3%	60.7%	-9.3%	70.7%	0.4%	58.0%	-19.5%	African American	41.7%	-12.9%
Lowell	81.3%	6.3%	84.6%	5.4%	81.5%	9.9%	77.6%	3.3%	Hispanic	69.0%	7.8%
Macarthur	59.7%	0.0%	67.4%	-5.2%	57.4%	3.9%	54.5%	1.8%	Hispanic	59.7%	3.6%
Madison	55.7%	-1.5%	56.7%	6.7%	45.3%	-17.9%	63.9%	5.8%	African American	40.0%	0.0%
Mann	38.8%	3.4%	40.7%	7.4%	28.9%	-6.3%	45.8%	8.5%	African American	36.0%	5.0%
McKinley	39.1%	2.3%	36.9%	12.3%	30.4%	-5.2%	48.2%	0.0%	African American	27.3%	-22.7%
Muir	40.7%	-0.6%	38.2%	-1.8%	34.3%	1.2%	37.5%	-1.3%	Hispanic	36.2%	-2.6%
Naples	84.1%	-2.4%	74.4%	-13.8%	92.5%	7.7%	83.3%	-2.7%	Hispanic	71.8%	-3.2%
Newcomb	79.2%	-1.9%	78.9%	7.3%	69.1%	-4.7%	77.6%	-7.4%	African American	62.5%	-12.5%
Oropeza	41.6%	9.2%	40.9%	-1.8%	39.7%	9.5%	43.6%	16.9%	African American	20.0%	2.5%
Powell	32.4%	-3.6%	29.4%	-16.3%	49.5%	11.9%	32.2%	-5.6%	Other	18.2%	0.0%
Prisk	77.4%	-1.0%	77.2%	2.2%	77.4%	3.0%	77.5%	-8.2%	African American	47.8%	0.2%
Riley	61.0%	15.6%	61.8%	27.0%	55.4%	4.5%	66.7%	16.0%	African American	48.0%	24.0%
Robinson	28.8%	-2.6%	18.8%	0.5%	15.0%	-11.1%	34.1%	-1.8%	African American	25.5%	2.7%

SBAC ELA 2024

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
63	3.6%	Hispanic	275	30.7%	-3.5%	23.1%	-11.0%	6.8%	-4.9%	6.0%	-1.2%
21	33.7%	Cambodian	47	61.4%	10.4%	33.3%	7.0%	0.0%	-5.3%	0.0%	-5.3%
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
56	8.1%	Hispanic	108	15.6%	4.7%	22.2%	-5.6%	6.7%	1.0%	6.4%	0.4%
37	44.0%	Filipino	34	31.0%	-5.4%	23.1%	-12.1%	3.6%	-6.1%	2.0%	-4.9%
28	37.9%	White	33	60.7%	6.9%	57.1%	-12.1%	20.7%	-1.0%	20.7%	-1.0%
21	28.8%	Hispanic	95	36.4%	8.2%	36.4%	-38.6%	23.5%	-5.0%	9.5%	-1.6%
198	22.6%	African American	40	39.8%	5.9%	38.5%	11.4%	17.5%	9.8%	17.5%	10.0%
77	16.5%	White	43	28.6%	0.0%	33.3%	-26.7%	25.0%	-22.8%	23.5%	-24.3%
78	30.6%	Other	42	44.4%	-30.6%	80.0%	25.5%	23.3%	1.6%	23.3%	2.5%
100	0.0%	Hispanic	100	24.4%	-4.2%	0.0%	-17.6%	13.3%	-13.0%	7.5%	-4.4%
84	6.8%	White	82	100.0%	40.0%	100.0%	50.0%	70.0%	2.6%	65.6%	2.6%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
59	10.2%	Hispanic	269	34.7%	1.1%	29.0%	-1.7%	3.4%	-5.9%	3.0%	-4.7%
30	0.7%	Hispanic	162	22.1%	-12.7%	25.0%	3.9%	3.2%	-24.8%	3.6%	-11.6%
46	13.7%	White	71	37.5%	-12.5%	66.7%	46.7%	50.0%	3.8%	34.1%	-4.3%
78	13.8%	White	85	66.7%	29.2%	75.0%	8.3%	48.1%	-1.9%	48.1%	-1.9%
92	25.0%	Asian	25	78.3%	11.6%	25.0%	-50.0%	59.4%	-12.1%	59.4%	-12.1%
207	30.2%	Filipino	29	24.8%	-7.6%	30.0%	11.8%	4.2%	-20.8%	4.2%	-20.8%
22	47.3%	Other	24	33.3%	14.6%	43.8%	-19.4%	28.6%	-15.9%	17.5%	-17.8%
33	34.8%	Cambodian	26	23.2%	-5.9%	7.4%	-13.0%	3.4%	-10.3%	3.4%	-9.9%
43	38.0%	Asian	39	34.3%	0.5%	20.7%	-14.4%	7.4%	-5.1%	4.4%	-2.5%
249	9.1%	Other	27	54.7%	3.2%	80.0%	-1.8%	35.7%	-4.3%	35.7%	-4.3%
43	17.1%	Asian	42	25.2%	-15.7%	30.8%	-7.5%	6.5%	-1.0%	5.9%	-1.5%
50	4.2%	Hispanic	73	44.4%	-15.6%	43.8%	13.8%	28.0%	10.4%	26.9%	9.3%
37	34.0%	Filipino	24	26.8%	-6.5%	6.7%	-21.3%	8.3%	-6.0%	2.6%	-6.1%
41	36.3%	Other	23	70.6%	-0.8%	66.7%	22.2%	20.0%	-2.7%	20.0%	-2.7%
29	9.7%	Hispanic	227	25.0%	-2.0%	10.0%	-12.9%	7.1%	-7.6%	6.7%	-9.1%
46	1.3%	Hispanic	338	31.3%	3.6%	26.5%	6.0%	13.9%	8.8%	13.9%	8.8%
342	22.4%	Asian	24	42.2%	4.8%	25.0%	-7.3%	27.7%	11.8%	29.9%	14.5%
71	52.4%	White	89	41.3%	-6.2%	50.0%	7.1%	35.0%	9.4%	34.1%	8.6%
36	33.3%	White	36	60.0%	-9.6%	42.1%	-7.9%	30.0%	-0.8%	30.0%	0.4%
58	18.4%	White	135	76.9%	6.3%	0.0%	-57.1%	60.7%	6.2%	38.8%	4.6%
77	8.0%	White	31	44.4%	-22.2%	33.3%	-21.2%	45.8%	-2.0%	48.0%	0.2%
25	29.6%	Asian	23	42.9%	-23.8%	16.7%	-27.1%	25.0%	15.9%	25.0%	15.9%
25	2.6%	Hispanic	83	19.4%	-0.6%	28.6%	-1.4%	0.0%	-13.3%	0.0%	-6.1%
33	10.9%	Hispanic	173	26.7%	-3.0%	18.2%	-31.8%	14.3%	8.2%	13.9%	8.0%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
39	17.1%	White	72	60.0%	-20.0%	33.3%	-66.7%	53.3%	3.3%	53.3%	3.3%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
30	19.2%	Hispanic	186	37.4%	10.7%	31.6%	3.0%	15.4%	9.5%	13.3%	7.6%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
23	39.1%	White	69	53.3%	-21.7%	45.5%	-23.3%	55.3%	-8.6%	53.8%	-10.0%
25	27.0%	Cambodian	24	54.2%	22.7%	40.0%	-8.0%	15.0%	-9.1%	15.0%	2.3%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%

SBAC ELA 2024

Gender Diff
10.2%
11.5%
3.4%
0.7%
9.3%
21.4%
8.4%
8.0%
12.7%
4.8%
16.5%
8.8%
10.9%
0.0%
18.0%
5.6%
2.9%
1.1%
16.1%
17.3%
0.4%
8.0%
9.8%
6.0%
8.3%
3.9%
10.9%
9.6%
4.5%
1.5%
8.6%
2.8%
12.3%
8.4%
5.5%
8.3%
3.5%
13.0%
2.0%
15.6%
17.3%
7.4%
5.7%
4.0%
11.0%

SBAC ELA 2024

Roosevelt	32.3%	2.3%	27.9%	-0.6%	27.1%	2.6%	40.0%	2.8%	African American	21.6%
Signal Hill	53.3%	1.3%	51.4%	10.3%	44.4%	-8.9%	64.4%	2.7%	African American	43.1%
Smith	31.1%	-3.8%	32.3%	1.4%	27.0%	-4.1%	33.9%	-8.6%	Hispanic	27.5%
Stevenson	38.3%	6.3%	45.3%	13.7%	33.8%	5.3%	34.8%	-0.6%	Hispanic	34.7%
Tincher	72.3%	3.5%	68.6%	-5.8%	80.2%	14.4%	75.0%	7.4%	African American	51.2%
Twain	52.1%	-3.7%	58.6%	-2.2%	53.3%	1.9%	45.9%	-10.4%	African American	28.0%
Webster	31.5%	2.1%	31.9%	-0.5%	40.3%	14.5%	21.3%	-8.2%	African American	16.7%
Whittier	24.9%	2.3%	20.0%	-2.0%	25.3%	5.6%	28.4%	2.2%	African American	12.9%
Willard	33.6%	1.4%	35.9%	3.6%	36.0%	5.8%	29.2%	-4.9%	African American	15.6%

SBAC ELA 2024

-2.0%	51	19.2%	Asian	27	28.4%	1.5%	26.0%	6.6%	11.5%	-0.5%	11.3%
0.0%	58	31.0%	Asian	58	46.4%	-2.1%	35.7%	-14.3%	19.0%	-0.2%	8.3%
-5.3%	240	24.0%	Asian	33	31.9%	4.6%	26.8%	-8.2%	11.1%	6.9%	6.8%
5.8%	173	1.9%	African American	41	27.3%	2.8%	50.0%	18.4%	14.7%	3.6%	14.7%
1.2%	41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%
-9.5%	25	41.2%	White	26	66.7%	19.6%	58.3%	3.8%	36.0%	1.0%	22.0%
5.3%	42	13.3%	Hispanic	130	34.6%	7.7%	0.0%	-20.8%	27.6%	15.5%	25.0%
1.4%	31	38.2%	Cambodian	47	17.6%	-1.0%	11.1%	-2.7%	4.0%	-4.6%	4.7%
-14.4%	32	29.4%	Cambodian	20	25.5%	-0.8%	18.8%	-14.6%	20.0%	15.0%	20.0%

SBAC ELA 2024

-0.3%	6.5%
-1.9%	9.4%
4.1%	9.9%
3.6%	2.4%
-2.8%	13.7%
-0.6%	3.2%
13.6%	1.5%
-1.2%	3.4%
15.0%	8.4%

Lafayette

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All		27	5	
		Grade	Gr. 01		8		
			Gr. 02		8	3	
			Gr. 03		2		
			Gr. 04		4		
			Gr. 05		5	2	
		Ethnicity	African American		6		
			Filipino		4	1	
			Hispanic		16	4	
			Other		1		
		Gender	Female		4	3	
			Male		23	2	
		Fluency	EL + RFEP		4		
			ELL		4		
		GATE/Excel	GATE/Excel		5	2	
		Homeless	Homeless		4		
		LowSES	Low SES		19	4	
		SPED	Special Ed.		3	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		3	1	

Lafayette

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	4	84	199	
		Grade	Gr. 01		13	27	
			Gr. 02		7	22	
			Gr. 03	1	12	34	
			Gr. 04	3	19	40	
			Gr. 05		19	60	
			Gr. K		14	16	
		Ethnicity	African American	2	25	60	
			Asian		3	3	
			Filipino			1	
			Hispanic	2	48	113	
			Other		8	16	
			Pacific Islander			2	
			White			4	
		Gender	Female	4	14	57	
			Male		70	142	
		Fluency	EL + RFEP	1	24	58	
			ELL	1	21	51	
			RFEP		3	7	
		Foster	Foster		1	4	
		GATE/Excel	GATE/Excel			8	
		Homeless	Homeless	1	15	27	
		LowSES	Low SES	4	81	192	

Lafayette

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	SPED	Special Ed.	1	20	44	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	20	43	

Lafayette

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All		61	195	2
		Grade	Gr. 01		1	20	
			Gr. 02		21	27	2
			Gr. 03		4	41	
			Gr. 04		17	68	
			Gr. 05		13	31	
			Gr. K		4	8	
			Gr. TK		1		
		Ethnicity	African American		15	58	
			Asian			3	
			Filipino		1	3	
			Hispanic		40	110	2
			Other		2	13	
			Pacific Islander			2	
			White		3	6	
		Gender	Female		2	52	
			Male		59	143	2
		Fluency	EL + RFEP		21	59	
			ELL		17	47	
			RFEP		4	12	
		Foster	Foster		1	6	
		GATE/Excel	GATE/Excel		2	6	
		Homeless	Homeless		6	17	

Lafayette

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	LowSES	Low SES		<div><div></div>48</div>	<div><div></div>164</div>	1
		SPED	Special Ed.		<div><div></div>16</div>	<div><div></div>36</div>	1
		SPED-Speech/RSP	Spec Ed. Speech/RSP		<div><div></div>16</div>	<div><div></div>36</div>	1

Lafayette

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All		1		
		Grade	Gr. 04		1		
		Ethnicity	Hispanic		1		
		Gender	Male		1		
		Fluency	EL + RFEP		1		
			RFEP		1		
		LowSES	Low SES		1		

Lafayette

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		32	299	
		Grade	Gr. 01		2	54	
			Gr. 02		1	49	
			Gr. 03		11	88	
			Gr. 04		8	66	
			Gr. 05		8	26	
			Gr. K		2	16	
		Ethnicity	African American		11	126	
			Asian			5	
			Hispanic		14	128	
			Other		7	35	
			White			5	
		Gender	Female			35	
			Male		32	264	
		Fluency	EL + RFEP		8	75	
			ELL		5	54	
			RFEP		3	21	
		Foster	Foster		1	12	
		GATE/Excel	GATE/Excel		7	18	
		Homeless	Homeless		5	42	
		LowSES	Low SES		28	222	
		SPED	Special Ed.		2	41	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		2	40	

Lafayette

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		40	441	29
		Grade	Gr. 01		2	24	1
			Gr. 02		19	210	13
			Gr. 03		1	74	3
			Gr. 04		5	37	2
			Gr. 05		13	85	9
			Gr. K			11	1
		Ethnicity	African American		13	182	17
			Asian			3	
			Hispanic		18	192	12
			Other		2	40	
			Pacific Islander		3	2	
			White		4	22	
		Gender	Female		4	56	4
			Male		36	385	25

Lafayette

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	Fluency	EL + RFEP		17	165	12
			ELL		4	79	8
			RFEP		13	86	4
		Foster	Foster			6	2
		GATE/Excel	GATE/Excel		1	14	
		Homeless	Homeless		2	37	2
		LowSES	Low SES		33	395	24
		SPED	Special Ed.		5	100	8
		SPED-Speech/RSP	Spec Ed. Speech/RSP		2	70	5

Lafayette

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	32	8416
Grade	Gr. 01	8	100
	Gr. 02	11	7327
	Gr. 03	2	100
	Gr. 04	4	100
	Gr. 05	7	7129
Ethnicity	African American	6	100
	Filipino	5	8020
	Hispanic	20	8020
	Other	1	100
Gender	Female	7	5743
	Male	25	928
Special Populations	EL + RFEP	4	100
	ELL	4	100
	GATE/Excel	7	7129
	Homeless	4	100
	Low SES	23	8317
	Spec Ed. Speech/RSP	4	7525
	Special Ed.	4	7525

Lafayette

23-24

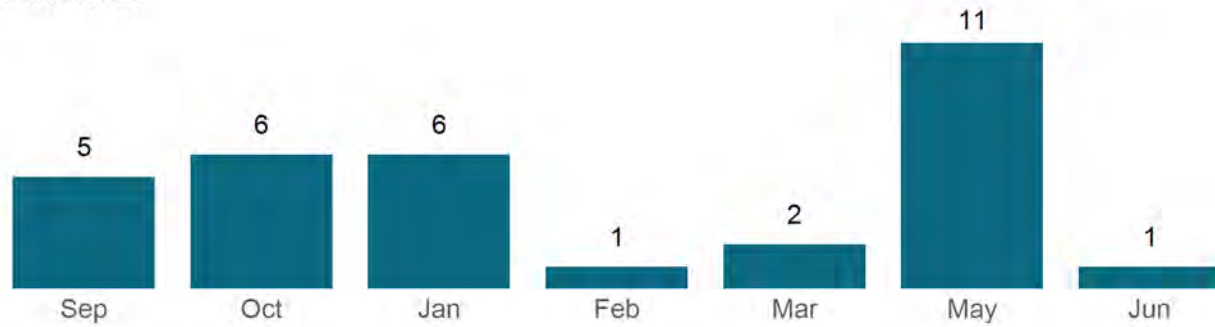
Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	17	4159
Grade	Gr. 01	2	100
	Gr. 02	6	3367
	Gr. 03	2	100
	Gr. 04	3	3367
	Gr. 05	4	5050
Ethnicity	African American	2	100
	Filipino	1	100
	Hispanic	13	3169
	Other	1	100
Gender	Female	4	5050
	Male	13	3862
Special Populations	EL + RFEP	3	3367
	ELL	3	3367
	GATE/Excel	2	100
	Homeless	1	100
	Low SES	12	5050
	Spec Ed. Speech/RSP	3	3367
	Special Ed.	3	3367

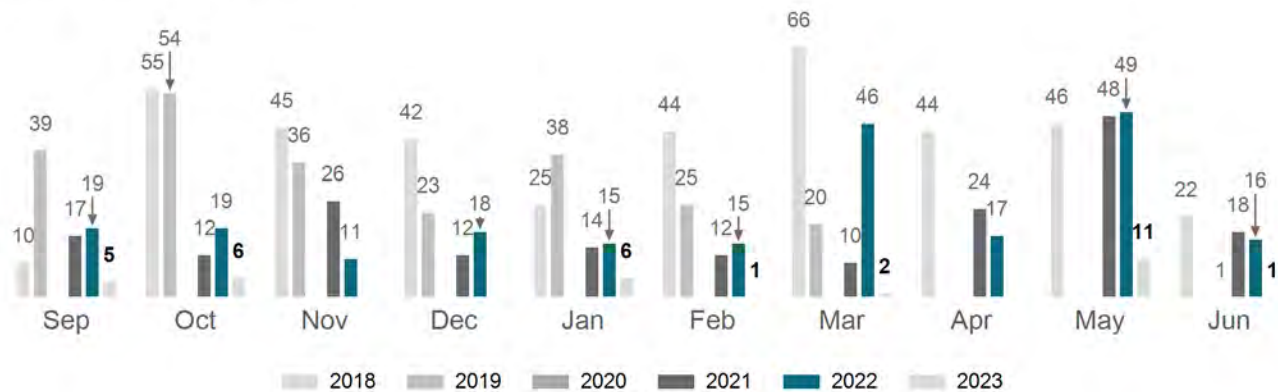
Lafayette

23-24

By Month for 23-24



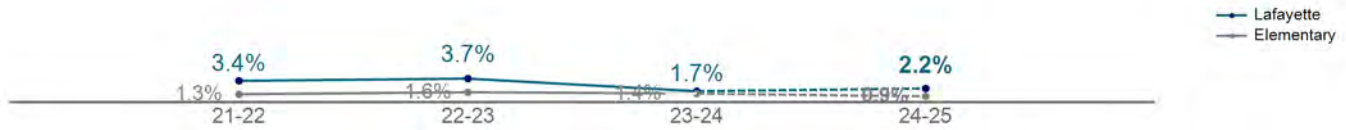
By Month- 5-year comparison



	18-19	19-20	20-21	21-22	22-23	23-24
Sep	10	39		17	19	5
Oct	55	54		12	19	6
Nov	45	36		26	11	
Dec	42	23		12	18	
Jan	25	38		14	15	6
Feb	44	25		12	15	1
Mar	66	20		10	46	2
Apr	44			24	17	
May	46			48	49	11
Jun	22		1	18	16	1

Suspension Rate

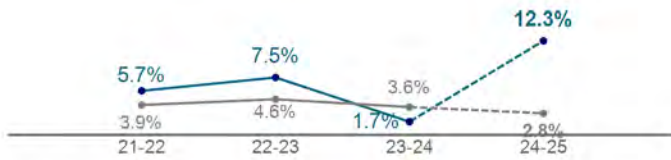
Lafayette
All Students
N = 883



African American
N = 106

Asian

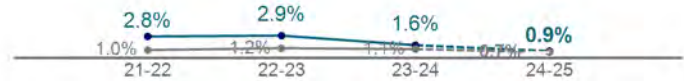
Subgroup with fewer than 20 students.



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 698



Pacific Islander

Subgroup with fewer than 20 students.

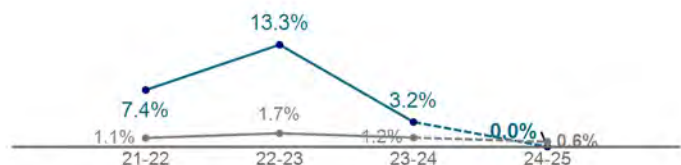
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

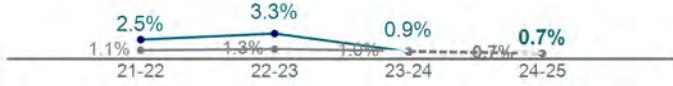
Other
N = 37



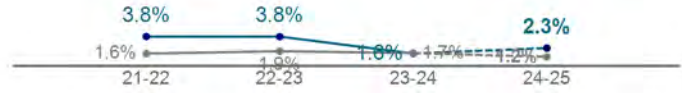
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

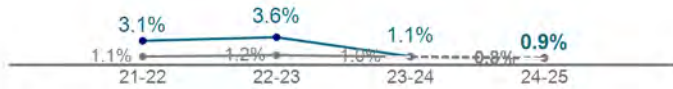
EL + RFEP
N = 293



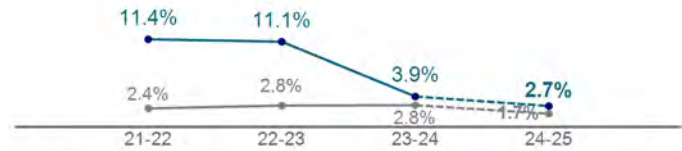
Low SES
N = 695



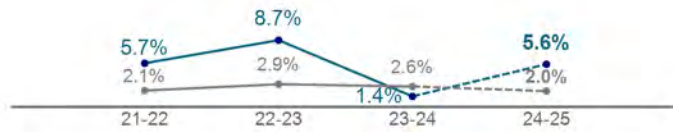
English Learner
N = 228



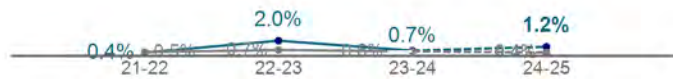
Special Education
N = 74



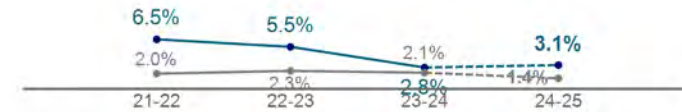
Homeless or Foster Youth
N = 54



Female
N = 428



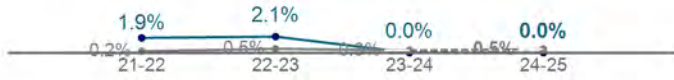
Male
N = 454



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

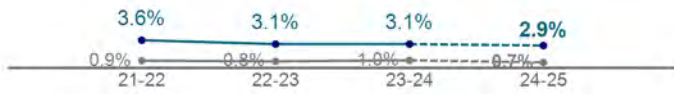
Gr. K
N = 127



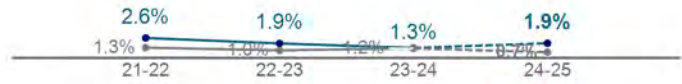
Gr. 01
N = 132



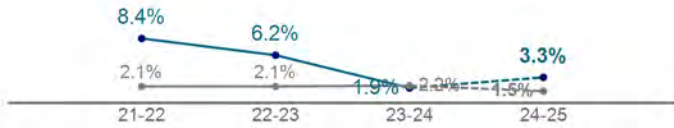
Gr. 02
N = 138



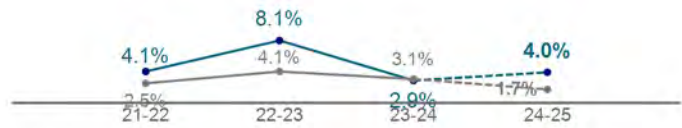
Gr. 03
N = 159



Gr. 04
N = 151



Gr. 05
N = 151



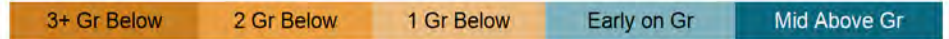
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	125	22	75	3		
			2	122	8	78	8	6	
			3	131		2	60	16	22
	Teacher	Johnson, J	1	26	8	88	4		
			2	26	4	81	8	8	
			3	26		46	19	35	
		Le, T	1	21	33	67			
			2	22	23	77			
			3	23		4	70	17	9
		Medina, A	1	27	19	74	7		
			2	26	4	73	12	12	
			3	28		57	4	39	
		Pulido, C	1	28	25	71	4		
			2	28	7	82	4	7	
			3	28		64	18	18	
		Velez, L	1	21	33	67			
			2	22	14	68	18		
			3	23		4	61	26	9

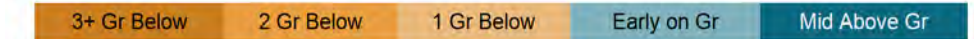
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	11	27	73			
			2	10		20	50	10	20
			3	11		18	45	18	18
		Asian	1	2	50	50			
			2	2	100				
			3	2	100				
		Filipino	1	1	100				
			3	1	100				
		Hispanic	1	104	20	77	3		
			2	104	8	80	9	4	
			3	108		63	16	20	
		White	1	4	100				
			2	5	100				
			3	6		17	33	50	
		Other	1	3	33	33	33		
			2	1				100	
			3	3		33		67	
	Gender	Female	1	63	16	84			
			2	61	3	84	10	3	
			3	66		62	18	20	
		Male	1	61	28	67	5		
			2	60	13	73	7	7	
			3	64		5	58	14	23
		Nonbinary	1	1				100	
			2	1				100	
			3	1				100	
	Special Populations	Low SES	1	100	19	78	3		
			2	98	8	80	7	5	
			3	102		2	64	16	19
		ELL	1	41	27	73			
			2	42	7	93			
			3	44		2	84	11	2

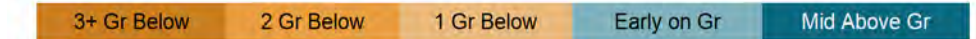
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	RFEP	1	12	100				
			2	11	82				
			3	12	25				
		EL + RFEP	1	53	21				
			2	53	6				
			3	56	2				
		Special Ed.	1	9	22				
			2	9	11				
			3	9	78				
		Spec Ed. Speech/RSP	1	3	33				
			2	3	100				
			3	3	100				
		Foster	1	2	100				
			2	2	100				
			3	2	100				
		Homeless	1	4	50				
			2	3	33				
			3	6	17				

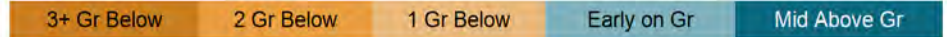
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	146	40	52	3	5	
			2	153	23	65	7	6	
			3	152	14	61	13	12	
	Teacher	CARLOS, J	1	23	52	43	4		
			2	23	17	74	4	4	
			3	23	9	74	13	4	
		Ealey, L	1	26	58	42			
			2	26	42	54	4		
			3	26	27	65	4	4	
		Nieves, M	1	23	39	48	4	9	
			2	24	25	63	8	4	
			3	25	20	52	8	20	
		Noriega, L	1	25	20	72	4	4	
			2	26	8	77	8	8	
			3	26		58	23	19	
		Pettit, L	1	24	58	38	4		
			2	25	32	56	8	4	
			3	25	28	68	4		
		Vazquez, D	1	25	12	68	12	8	
			2	25	4	72	8	16	
			3	26	4	54	23	19	
	Ethnicity	African American	1	16	38	63			
			2	18	33	67			
			3	17	24	59	18		
		American Indian	1	1	100				
			2	1	100				
			3	1			100		
		Asian	1	3	100				
			2	3		67	33		
			3	3		67	33		
		Filipino	1	1			100		
			2	1			100		
			3	1			100		

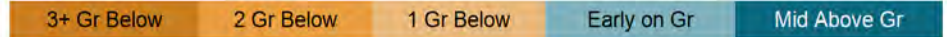
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	Hispanic	1	115	43	50	4	3	
			2	120	23	65	8	5	
			3	120	13	64	13	10	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	1				100	
			2	1				100	
			3	1				100	
		Other	1	8	38	50	13		
			2	8	25	63	13		
			3	8		25	38		38
	Gender	Female	1	72	32	67	1		
			2	77	19	74	5	1	
			3	77	17	65	10	8	
		Male	1	74	47	38	7	8	
			2	76	26	55	8	11	
			3	75	12	57	15	16	
	Special Populations	Low SES	1	114	42	53	2	4	
			2	117	23	68	6	3	
			3	115	15	66	10	9	
		ELL	1	29	59	41			
			2	33	30	67	3		
			3	34	18	76	6		
		RFEP	1	9		67	22	11	
			2	9		56	22	22	
			3	9		67		33	
		EL + RFEP	1	38	45	47	5	3	
			2	42	24	64	7	5	
			3	43	14	74	5	7	
		Special Ed.	1	10	90		10		
			2	10		80	10	10	
			3	10	50	40	10		

i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Spec Ed. Speech/RSP	1	4	75	25			
			2	4	50	25	25		
			3	4	25	50	25		
		Homeless	1	6	83	17			
			2	7	43	57			
			3	6	17	67	17		
		GATE/Excel	1	23	9	43	22	26	
			2	23		43	22	35	
			3	23		17	30	52	
		Foster	2	1	100				

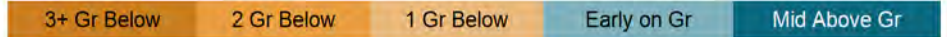
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	140	14	32	45	7	1
			2	146	4	16	59	16	5
			3	147		12	52	18	18
	Teacher	Borchardt, K	1	25	20	40	40		
			2	25	8	36	40	16	
			3	26		12	65	15	8
		Ing, C	1	25	20	36	28	12	4
			2	26	4	15	58	19	4
			3	28		14	54	11	21
		Perez, L	1	25	16	28	40	16	
			2	27	7	22	44	22	4
			3	27		4	19	41	19
		Perez, M	1	21	14	24	52	10	
			2	21	5		71	14	10
			3	22		5	55	18	23
		Steider-Brady, L	1	21	5	29	62	5	
			2	21		5	10	62	14
			3	21			14	38	24
		Warren, S	1	21	5	29	62	5	
			2	21			86	10	5
			3	21			62	24	14
	Ethnicity	African American	1	14	14	50	36		
			2	14		14	71	7	7
			3	13		15	62	8	15
		Asian	1	1				100	
			2	1				100	
			3	1				100	
		Filipino	1	2		50		50	
			2	2				100	
			3	2				100	
		Hispanic	1	117	15	30	48	6	
			2	122	5	17	60	14	4
			3	124		11	53	19	15

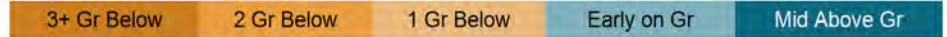
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	Pacific Islander	1	2	50	50			
			2	2		50	50		
			3	2	100				
		White	1	1				100	
			2	1				100	
			3	1				100	
		Other	1	3		67	33		
			2	4	25	50	25		
			3	4		25	25	25	25
	Gender	Female	1	82	18	28	48	6	
			2	84	7	18	56	13	6
			3	84		10	56	15	18
		Male	1	58	9	38	41	9	3
			2	62		15	63	19	3
			3	63		14	48	21	17
	Special Populations	Low SES	1	106	16	38	40	5	2
			2	110	5	20	57	14	5
			3	109		11	59	15	15
		ELL	1	39	36	36	28		
			2	39	10	26	59	5	
			3	40	3	15	70	8	5
		RFEP	1	17	6		82	6	6
			2	18			61	28	11
			3	18			33	39	28
		EL + RFEP	1	56	25	27	45	2	
			2	57	7	18	60	12	4
			3	58		2	10	59	17
		Special Ed.	1	4			75	25	
			2	5	20		80		
			3	5		20	60	20	
		Spec Ed. Speech/RSP	1	3			67	33	
			2	4	25		75		
			3	4		25	50	25	

i-Ready Math Overall Relative Placement
School Data by Subgroup
Lafayette 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category		
3	Special Populations	Foster	1	1	100		
			2	1	100		
			3	1	100		
		Homeless	1	3	67	33	
			2	3	100		
			3	5	20	60	20
		GATE/Excel	1	19	58	32	11
			2	20	30	35	35
			3	20	10	15	75

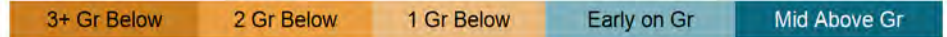
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	137	20	15	55	6	4
			2	137	10	15	49	17	9
			3	138	7	12	39	25	17
	Teacher	Garcia, M	1	32	9	9	69	6	6
			2	33	9	3	42	27	18
			3	34	3	6	29	29	32
		Madrigal, M	1	29	17	7	55	10	10
			2	32	13	13	47	16	13
			3	33	9	12	39	21	18
		Short, J	1	30	23	13	57	3	3
			2	28	11	14	57	14	4
			3	29	14	10	41	28	7
		Simes, M	1	26	38	23	31	8	
			2	27	19	22	48	11	
			3	28	11	18	43	21	7
		Vu, S	1	15	7	27	67		
			2	15		33	47	13	7
			3	15		13	47	27	13

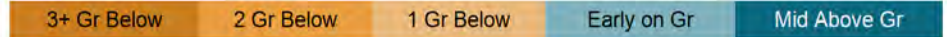
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	African American	1	18	22	17	39	17	6
			2	18	22		56	22	
			3	18	6	6	44	39	6
		Asian	1	2	50		50		
			2	2	100				
			3	2			50	50	
		Filipino	1	3			33	33	33
			2	3			33	33	33
			3	3				67	33
		Hispanic	1	111	20	15	59	33	
			2	111	13	15	48	16	8
			3	112	8	13	39	22	17
		White	1	2			50	50	
			2	2			50	50	
			3	2			50	50	
		Other	1	1				100	
			2	1				100	
			3	1				100	
	Gender	Female	1	53	19	21	55	24	
			2	54	11	22	57	6	4
			3	55	11	9	49	27	4
		Male	1	84	20	11	56	8	5
			2	83	10	11	43	24	12
			3	83	5	13	33	24	25
	Special Populations	Low SES	1	110	21	14	57	6	2
			2	105	7	18	52	16	7
			3	104	8	11	40	26	15
		ELL	1	28	36	21	39	4	
			2	31	23	23	45	6	3
			3	33	18	18	52	9	3
		RFEP	1	12	8		83	8	
			2	12			58	33	8
			3	12			33	25	42

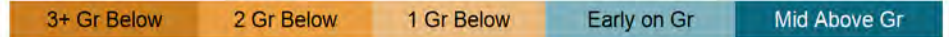
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	EL + RFEP	1	40	25	18	53	5	
			2	43	16	16	49	14	5
			3	45	13	13	47	13	13
		Special Ed.	1	15	33	27	33	7	
			2	16	38	19	31	13	
			3	16	31	13	25	19	13
		Spec Ed. Speech/RSP	1	12	42	25	33		
			2	13	46	23	23	8	
			3	13	38	15	23	15	8
		Foster	1	2	50		50		
			2	2			50	50	
			3	3	100				
		Homeless	1	6	33		50	17	
			2	5	20		40	40	
			3	6	17	17	33	33	
		GATE/Excel	1	37		73		11	16
			2	36			36	39	25
			3	36			8	39	53

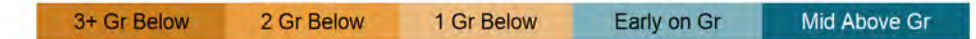
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	129	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div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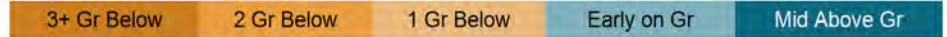
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
5	Ethnicity	African American	1	13	15	15	54	15			
			2	14	7	36	36	21			
			3	13	8	15	62	8	8		
		Asian	1	2			50		50		
			2	2			50		50		
			3	2			50		50		
		Filipino	1	1			100				
			2	1			100				
			3	1			100				
		Hispanic	1	107		21	27	42	7	4	
			2	107		13	18	47	17	6	
			3	107		15	14	40	17	14	
		White	1	1			100				
			2	1			100				
			3	1			100				
		Other	1	5			40		40	20	
			2	4				75		25	
			3	5			40		40	20	
	Gender	Female	1	63		21	32	38	5	5	
			2	64		11	25	47	13	5	
			3	62		13	23	44	10	11	
		Male	1	66		23	18	45	11	3	
			2	65			12	17	43	22	6
			3	67			13	10	40	21	15
	Special Populations	Low SES	1	111		22	26	42	7	3	
			2	111		13	21	46	16	5	
			3	110		15	17	42	15	11	
		ELL	1	28		36		32	29	4	
			2	27		19	15	59	7		
			3	29		17	28	41	14		
		RFEP	1	24		4	4	67	17	8	
			2	24			8	38	38	17	
			3	24				4	4	25	29

i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	EL + RFEP	1	52	21	19	46	10	4
			2	51	10	12	49	22	8
			3	53	11	17	34	21	17
		Special Ed.	1	14	71	7	7	14	
			2	13	54	23	23		
			3	14	50	29	7	7	7
		Spec Ed. Speech/RSP	1	10	90	10			
			2	9	67	33			
			3	10	60	40			
		Homeless	1	13	15	54	31		
			2	13	8	46	38	8	
			3	15	7	27	53	13	
		GATE/Excel	1	10		10	20	20	50
			2	10		10	30	60	
			3	10		10	90		

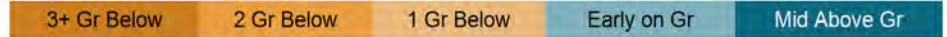
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	125	14	70	8	8	
			2	123	2	66	11	20	
			3	122		52	15	32	
	Teacher	Johnson, J	1	26	4	73	19	4	
			2	26		54	12	35	
			3	26		27	15	58	
		Le, T	1	21	14	71	10	5	
			2	23		78	9	13	
			3	23		61	22	17	
		Medina, A	1	27	11	63	7	19	
			2	27		56	11	33	
			3	28		43	11	46	
		Pulido, C	1	28	11	75	7	7	
			2	28	4	68	14	14	
			3	28		64	11	25	
		Velez, L	1	21	24	71	5		
			2	22	5	68	14	14	
			3	23		57	22	22	

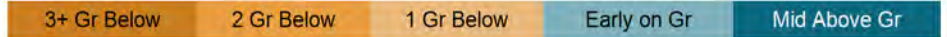
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	12	25	50	8	17	
			2	10	60	10	30		
			3	10	50	10	40		
		Asian	1	2	100				
			2	2	50	50			
			3	1	100				
		Filipino	1	1	100				
			3	1	100				
		Hispanic	1	104	13	74	8	6	
			2	104	3	69	11	17	
			3	102	55	14	30		
		White	1	3	67	33			
			2	4	25	25	50		
			3	5		60	40		
		Other	1	3	33	67			
			2	3	33	67			
			3	3	33	67			
	Gender	Female	1	62	6	77	10	6	
			2	63	2	60	16	22	
			3	62	45	16	39		
		Male	1	62	23	63	6	8	
			2	59	3	73	7	17	
			3	59	2	61	14	24	
		Nonbinary	1	1			100		
			2	1			100		
			3	1			100		
	Special Populations	Low SES	1	100	13	72	8	7	
			2	99	2	70	11	17	
			3	95	56	17	27		
		ELL	1	42	21	79			
			2	43	7	91	2		
			3	42	2	74	14	10	

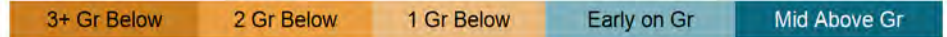
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	RFEP	1	12		58	17	25	
			2	11		18	18	64	
			3	10		10	10	80	
		EL + RFEP	1	54	17	74	4	6	
			2	54	6	76	4	15	
			3	52	2	62	13	23	
		Special Ed.	1	9	33	67			
			2	9	11	89			
			3	9		89	11		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	67			
			3	3		100			
		Foster	1	2		100			
			2	2		100			
			3	2		100			
		Homeless	1	4	25	75			
			2	5	20	80			
			3	6		83	17		

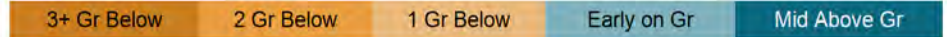
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	145	38	39	13	10	
			2	147	21	46	17	16	
			3	143	16	39	17	27	
	Teacher	CARLOS, J	1	23	35	39	17	9	
			2	23	22	35	26	17	
			3	23	22	39	9	30	
		Ealey, L	1	26	50	31	12	8	
			2	26	35	42	12	12	
			3	26	27	42	12	19	
		Nieves, M	1	23	43	13	26	17	
			2	24	21	29	25	25	
			3	25	20	32	16	32	
		Noriega, L	1	26	27	50	12	12	
			2	26	12	58	19	12	
			3	26	4	42	35	19	
		Pettit, L	1	24	46	50	4		
			2	25	16	68	12	4	
			3	25	12	60	20	8	
		Vazquez, D	1	25	24	44	20	12	
			2	25	8	44	12	36	
			3	26	12	23	15	50	
	Ethnicity	African American	1	16	31	56	13		
			2	17	24	59	12	6	
			3	17	6	71	6	18	
		American Indian	1	1				100	
			2	1				100	
			3	1				100	
		Asian	1	3	67		33		
			2	2				100	
			3	3			33	67	
		Filipino	1	1				100	
			2	1				100	
			3	1				100	

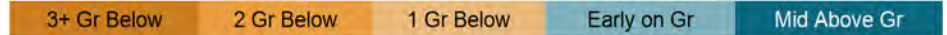
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	Hispanic	1	114	42	37	13	8	
			2	117	22	46	17	15	
			3	113	19	38	17	27	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1			100		
		White	1	1			100		
			2	1			100		
			3	1			100		
		Other	1	8	25	25	13	38	
			2	7	14	43	43		
			3	6	17	17	33	33	
	Gender	Female	1	72	33	49	13	6	
			2	75	17	51	23	9	
			3	73	15	44	21	21	
		Male	1	73	42	29	14	15	
			2	72	25	42	11	22	
			3	70	17	34	14	34	
	Special Populations	Low SES	1	113	37	44	12	6	
			2	111	21	49	19	12	
			3	107	15	41	20	24	
		ELL	1	29	59	31	7	3	
			2	33	33	52	6	9	
			3	32	28	56	6	9	
		RFEP	1	9	56		33	11	
			2	8			63	38	
			3	9			33	67	
		EL + RFEP	1	38	45	37	13	5	
			2	41	27	41	17	15	
			3	41	22	44	12	22	
		Special Ed.	1	10	80	10	10		
			2	10	70	20	10		
			3	10	60	30	10		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Spec Ed. Speech/RSP	1	4	75	25			
			2	4	50	25	25		
			3	4	50	25	25		
		Homeless	1	6	67	33			
			2	7	29	57	14		
			3	6	17	50	33		
		GATE/Excel	1	23		13	35	52	
			2	20		10	15	75	
			3	21			10	90	
		Foster	2	1	100				

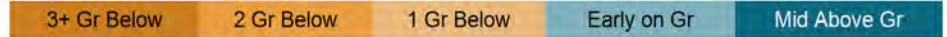
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	142	13	21	30	27	9
			2	146	6	20	25	30	19
			3	143	6	17	20	31	26
	Teacher	Borchardt, K	1	25	16	44	8	32	
			2	25	8	24	36	24	8
			3	26	15	15	31	19	19
		Ing, C	1	25	20	16	28	24	12
			2	26	8	27	12	31	23
			3	28	4	18	18	25	36
		Perez, L	1	25	12	20	28	32	8
			2	27	4	30	19	26	22
			3	27	7	26	4	41	22
		Perez, M	1	21	10	29	29	19	14
			2	21	10	5	33	29	24
			3	20	15	15		40	30
		Steider-Brady, L	1	21	10	48		38	5
			2	21	14	24		48	14
			3	21	14	29		38	19
		Warren, S	1	21	5	14	33	29	19
			2	21	14	29		29	29
			3	21	14	33		24	29
	Ethnicity	African American	1	14	14	21	36	21	7
			2	13	23	38		38	
			3	14	21	21		29	29
		Asian	1	1				100	
			2	1				100	
			3	1				100	
		Filipino	1	2	50			50	
			2	2				50	50
			3	2				50	50
		Hispanic	1	119	13	23	30	24	10
			2	123	7	20	24	28	20
			3	120	7	18	21	32	23

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 3



Legend

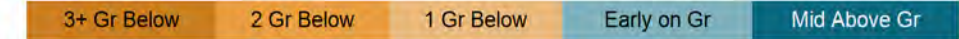


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category										
3	Ethnicity	Pacific Islander	1	2						100					
			2	2				50	50						
			3	2				50	50						
		White	1	1						100					
			2	1						100					
			3	1						100					
		Other	1	3						100					
			2	4					25	25	50				
			3	3						100					
	Gender	Female	1	82				11	20	30	26	13			
			2	84				6	21	20	30	23			
			3	83				5	14	16	37	28			
		Male	1	60				15	23	28	30	3			
			2	62				6	18	31	31	15			
			3	60				7	22	27	22	23			
	Special Populations	Low SES	1	108				14	25	26	30	6			
			2	110				7	22	24	27	20			
			3	106				8	19	22	27	25			
		ELL	1	40			28	33	33	8					
			2	40			15	33	25	23	5				
			3	36			11	28	36	25					
		RFEP	1	17				41		47			12		
			2	18				11		39			50		
			3	18				6		44			50		
		EL + RFEP	1	57			19	23	35	19	4				
			2	58			10	22	21	28	19				
			3	54			7	19	26	31	17				
		Special Ed.	1	5			40		40		20				
			2	5			20	40		20	20				
			3	5			20	40		20	20				
		Spec Ed. Speech/RSP	1	4			50		25		25				
			2	4			25		50		25				
			3	4			25		50		25				

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lafayette 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category		
3	Special Populations	Foster	1	1	100		
			2	1	100		
			3	1	100		
		Homeless	1	3	33	33	33
			2	3	67	33	
			3	3	67	33	
		GATE/Excel	1	20	5	45	50
			2	19	5	5	89
			3	20	5		95

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	128	23	9	45	10	12
			2	138	19	7	49	13	13
			3	139	17	6	45	19	13
	Teacher	Garcia, M	1	32	13	16	38	13	22
			2	33	9		48	15	27
			3	34	9	3	38	21	29
		Madrigal, M	1	29	17	10	48	7	17
			2	32	22	6	47	9	16
			3	33	21	6	55	3	15
		Short, J	1	29	31	3	45	14	7
			2	30	23	7	47	13	10
			3	30	23		43	27	7
		Simes, M	1	26	42	8	35	8	8
			2	27	30	11	41	15	4
			3	28	29	4	43	25	
		Vu, S	1	15	13	20	60	7	
			2	15	13		73	13	
			3	15	13		53	27	7

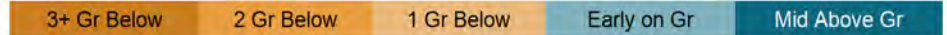
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	African American	1	17	18	18	29	12	24
			2	18	11		50	22	17
			3	18	6	11	39	22	22
		Asian	1	2	100				
			2	2	100				
			3	2	100				
		Filipino	1	3			33		67
			2	3			33		67
			3	3			33		67
		Hispanic	1	104	26	9	48	11	7
			2	112	21	7	49	13	10
			3	113	20	5	46	19	9
		White	1	1					100
			2	2			50		50
			3	2			50		50
		Other	1	1					100
			2	1					100
			3	1					100
	Gender	Female	1	49	27	12	43	10	8
			2	54	19	7	54	11	9
			3	54	22	7	46	17	7
		Male	1	79	22	8	47	10	14
			2	84	19	6	45	14	15
			3	85	14	5	45	20	16
	Special Populations	Low SES	1	102	25	9	49	10	7
			2	106	18	8	52	14	8
			3	106	15	7	51	19	8
		ELL	1	28	54		21	25	
			2	33	48		9	42	
			3	33	52		9	33	6
		RFEP	1	13	8	8	46	15	23
			2	12			58	17	25
			3	12			50	25	25

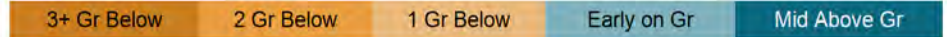
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	EL + RFEP	1	41	39	17	32	5	7
			2	45	36	7	47	4	7
			3	45	38	7	38	11	7
		Special Ed.	1	14	57	7	36		
			2	15	47	13	33	7	
			3	17	53	18	24	6	
		Spec Ed. Speech/RSP	1	11	64	9	27		
			2	12	58	8	33		
			3	14	57	14	21	7	
		Foster	1	2	100				
			2	2	100				
			3	2	100				
		Homeless	1	6	50		33	17	
			2	6	50	17	17	17	
			3	6	50	17	33		
		GATE/Excel	1	34		47	15	38	
			2	36		33	22	44	
			3	37	3	32	22	43	

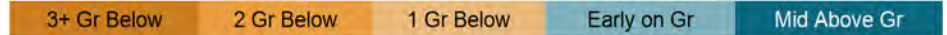
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	120	23	43	23	7	4
			2	123	15	34	33	12	7
			3	128	13	32	34	14	7
	Teacher	Barba, E	1	31	26	48	23	3	
			2	31	26	35	32	3	
			3	32	22	31	38	6	3
		Herrera-Flores, E	1	28	21	39	29	11	
			2	28	11	36	39	14	
			3	28	7	25	46	14	7
		Kong, S	1	34	29	41	24	6	
			2	34	15	35	29	15	6
			3	34	12	38	26	24	
		Rafael, E	1	27	15	37	22	11	15
			2	27	4	30	33	15	19
			3	28	7	29	29	14	21
		Vu, S	1	9	44	44	11		
			2	9	22	56	11	11	
			3	9	22	56	22		

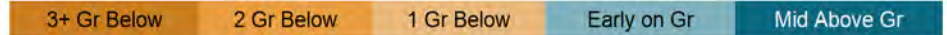
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	African American	1	11	36	27	27	9	
			2	13	38	38	15	8	
			3	13	54	15	31		
		Asian	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	101	23	43	25	6	4
			2	102	16	34	31	13	6
			3	106	14	30	36	12	8
		White	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	4	25	50	25		
			2	4	25	25	25	25	
			3	5	40	20	20	20	
	Gender	Female	1	60	18	45	28	5	3
			2	62	11	35	34	15	5
			3	64	9	33	41	14	3
		Male	1	60	28	40	18	8	5
			2	61	18	33	31	10	8
			3	64	17	31	27	14	11
	Special Populations	Low SES	1	103	23	44	23	7	3
			2	107	16	34	32	14	5
			3	109	14	33	32	16	6
		ELL	1	26	42	54	4		
			2	25	28	56	16		
			3	27	33	52	11	4	
		RFEP	1	24	42	38	13	8	
			2	24	8	63	17	13	
			3	24		58	29	13	

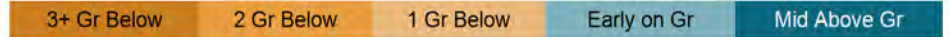
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	EL + RFEP	1	50	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><d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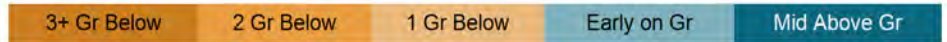
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	704	3	704	4	12	51	17	16
	Gr. 01	3	131	2	60	16	22	
	Gr. 02	3	154	15	61	12	12	
	Gr. 03	3	148	11	53	18	18	
	Gr. 04	3	141	9	11	39	25	16
	Gr. 05	3	130	13	17	42	15	13
Ethnicity	African American	3	74	3	16	54	19	8
	Hispanic	3	576	5	11	52	17	15
	Other	3	21		24	33	5	38
Gender	Female	3	347	4	12	56	16	12
	Male	3	356	4	11	46	19	19
Special Populations	Low SES	3	546	5	12	54	16	13
	ELL	3	212	7	13	62	12	6
	RFEP	3	42			24	31	45
	EL + RFEP	3	254	6	11	56	15	12
	Special Ed.	3	55	22	20	33	16	9
	Spec Ed. Speech/RSP	3	33	33	21	27	12	6
	Homeless	3	45	4	20	49	16	11
	GATE/Excel	3	90			12	27	61

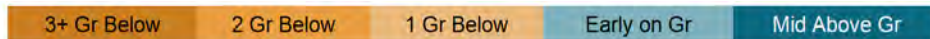
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lafayette 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	707	3	707	<div><div></div><div>715381921</div></div>				
Grade	Gr. 01	3	131	<div><div></div><div>1501534</div></div>				
	Gr. 02	3	154	<div><div></div><div>16401827</div></div>				
	Gr. 03	3	146	<div><div></div><div>518213125</div></div>				
	Gr. 04	3	144	<div><div></div><div>176461913</div></div>				
	Gr. 05	3	132	<div><div></div><div>133333147</div></div>				
Ethnicity	African American	3	76	<div><div></div><div>117392022</div></div>				
	Hispanic	3	577	<div><div></div><div>815391919</div></div>				
	Other	3	21	<div><div></div><div>1010191943</div></div>				
Gender	Female	3	349	<div><div></div><div>614372221</div></div>				
	Male	3	357	<div><div></div><div>815391721</div></div>				
Special Populations	Low SES	3	549	<div><div></div><div>715402018</div></div>				
	ELL	3	210	<div><div></div><div>1519431310</div></div>				
	RFEP	3	42	<div><div></div><div>263638</div></div>				
	EL + RFEP	3	252	<div><div></div><div>1215401715</div></div>				
	Special Ed.	3	55	<div><div></div><div>36163854</div></div>				
	Spec Ed. Speech/RSP	3	33	<div><div></div><div>52122736</div></div>				
	Homeless	3	44	<div><div></div><div>530411411</div></div>				
	GATE/Excel	3	90	<div><div></div><div>1161668</div></div>				



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Lafayette

Site Level Overall Performance Level Summary

19%Beginning
Stage**36%**Somewhat
Developed**37%**Moderately
Developed**8%**Well
Developed

Site Level Domain Performance Level Summary

Listening

18%
Beg.**65%**
Some/Mod.**17%**
Well Dev.

Speaking

15%
Beg.**51%**
Some/Mod.**34%**
Well Dev.

Reading

37%
Beg.**58%**
Some/Mod.**6%**
Well Dev.

Writing

26%
Beg.**58%**
Some/Mod.**16%**
Well Dev.

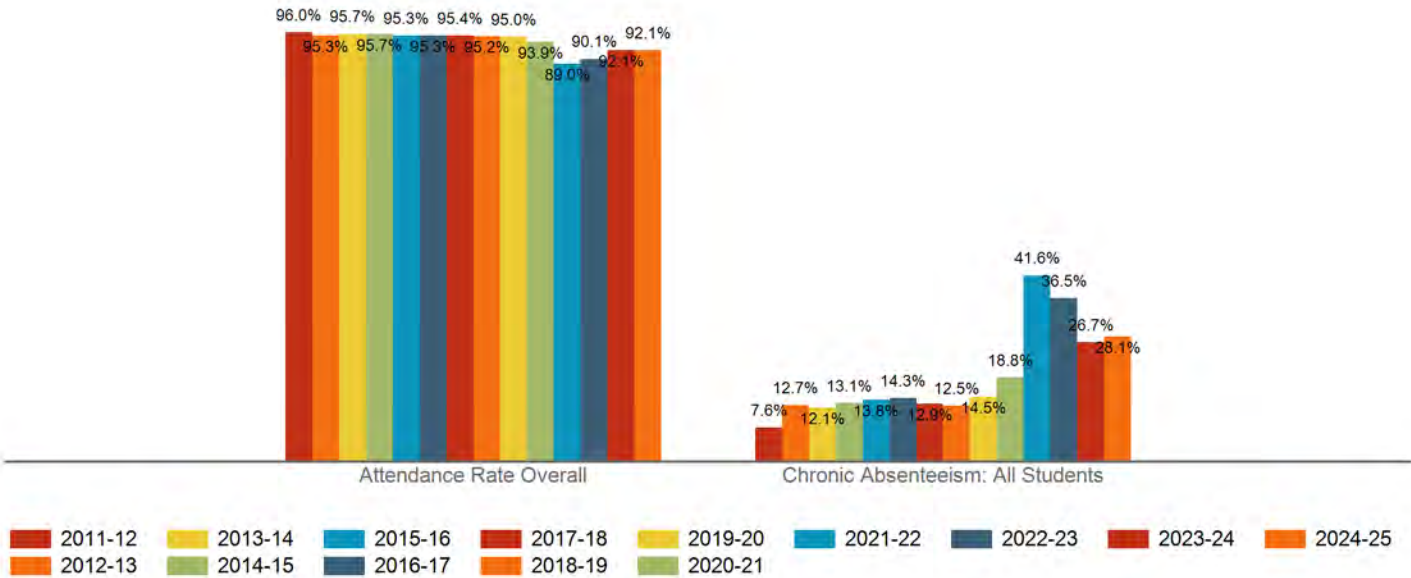
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	33%	44%	22%	0%	22%	67%	11%	11%	67%	22%	56%	44%	0%	78%	22%	0%
01	14%	39%	39%	7%	21%	64%	14%	20%	54%	27%	11%	86%	4%	29%	45%	27%
02	30%	30%	27%	14%	11%	68%	22%	24%	65%	11%	57%	27%	16%	35%	54%	11%
03	13%	25%	54%	8%	10%	63%	27%	8%	35%	56%	19%	73%	8%	8%	77%	15%
04	28%	44%	25%	3%	22%	72%	6%	17%	50%	33%	64%	36%	0%	25%	69%	6%
05	13%	40%	38%	10%	25%	58%	18%	8%	53%	40%	48%	50%	3%	23%	58%	20%

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	By the end of June, 2024- Lafayette Identity, Agency, and Belonging will increase by 10%. Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students. By the end of June, 2024- Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys. By the end of June, 2024- Lafayette will demonstrate overall and subgroup daily attendance higher than the District averages. The counselor will recognize improvements in attendance by class and student. She will monitor attendance rates periodically to provide interventions for families for students with low attendance rates.



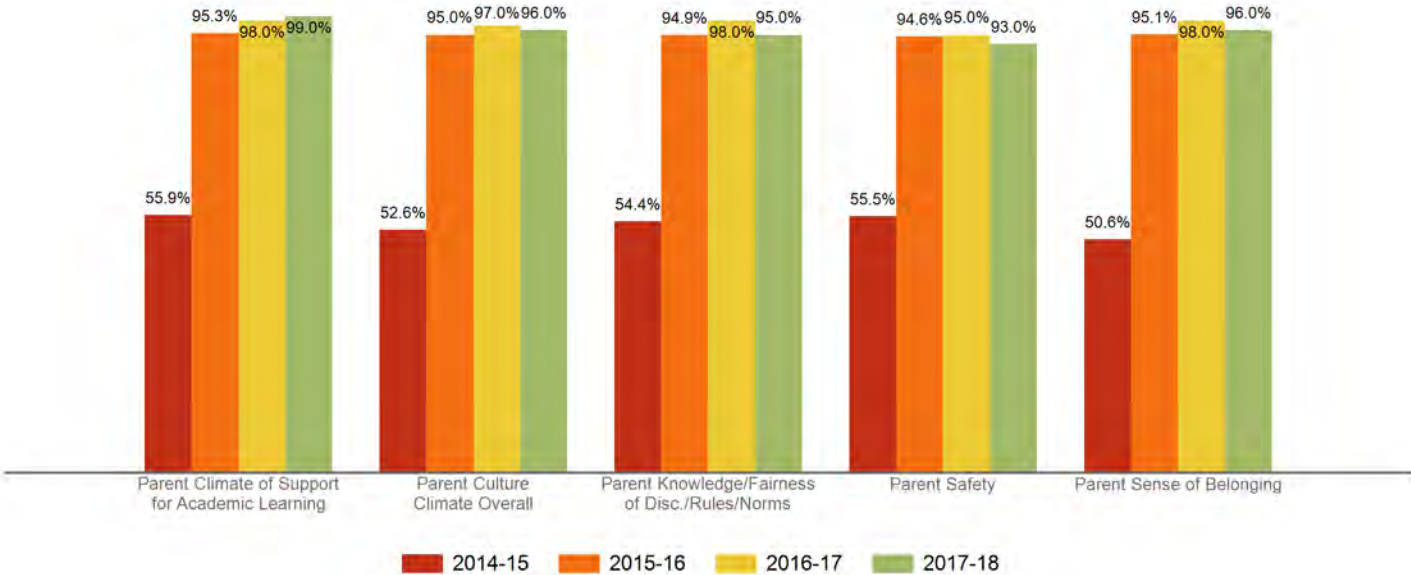
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community Counseling, Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectiveness to the school community. However, to monitor state education code, the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques.		Counselor
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Total			

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17635	16	12/19/23	6/13/24	1	0.75	0.75
20292	157	5/10/24	6/13/24	1	0.25	0.25
	173					1

Goals	
Area	Description
Culture/Climate Goals	By the end of June, 2024- Lafayette Identity, Agency, and Belonging will increase by 10%. Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students. By the end of June, 2024- Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys. By the end of June, 2024- Lafayette will demonstrate overall and subgroup daily attendance higher than the District averages. The counselor will recognize improvements in attendance by class and student. She will monitor attendance rates periodically to provide interventions for families for students with low attendance rates.

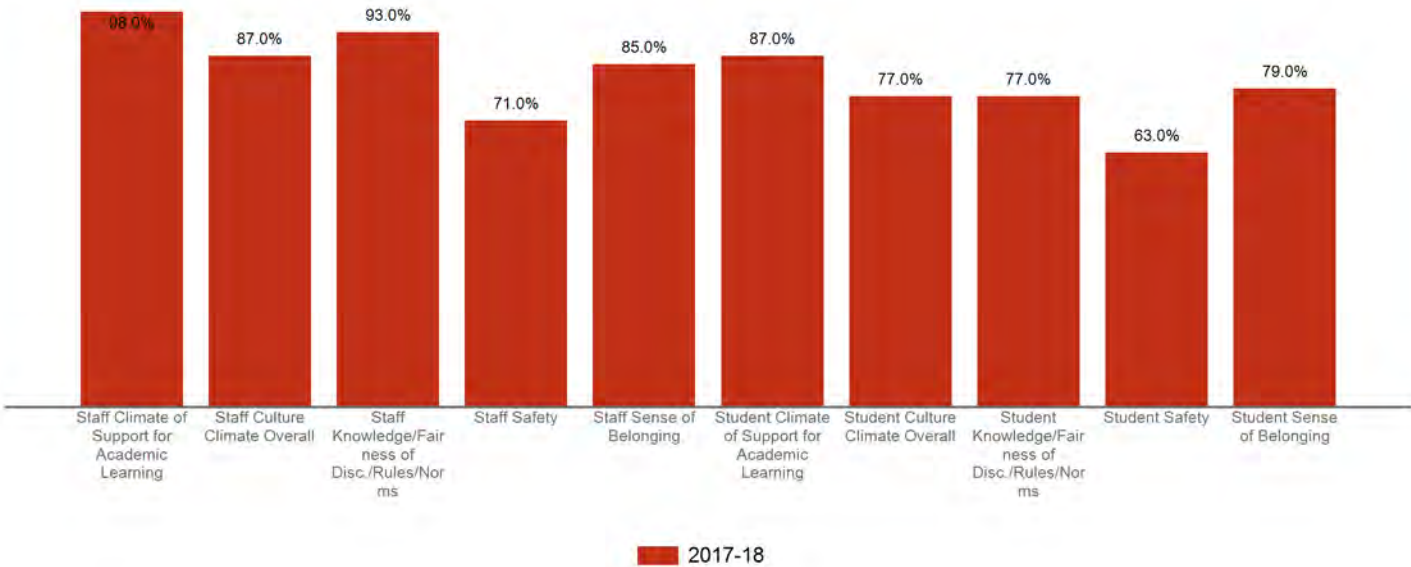


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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Total			

Culture-Climate Survey (Student-Staff)

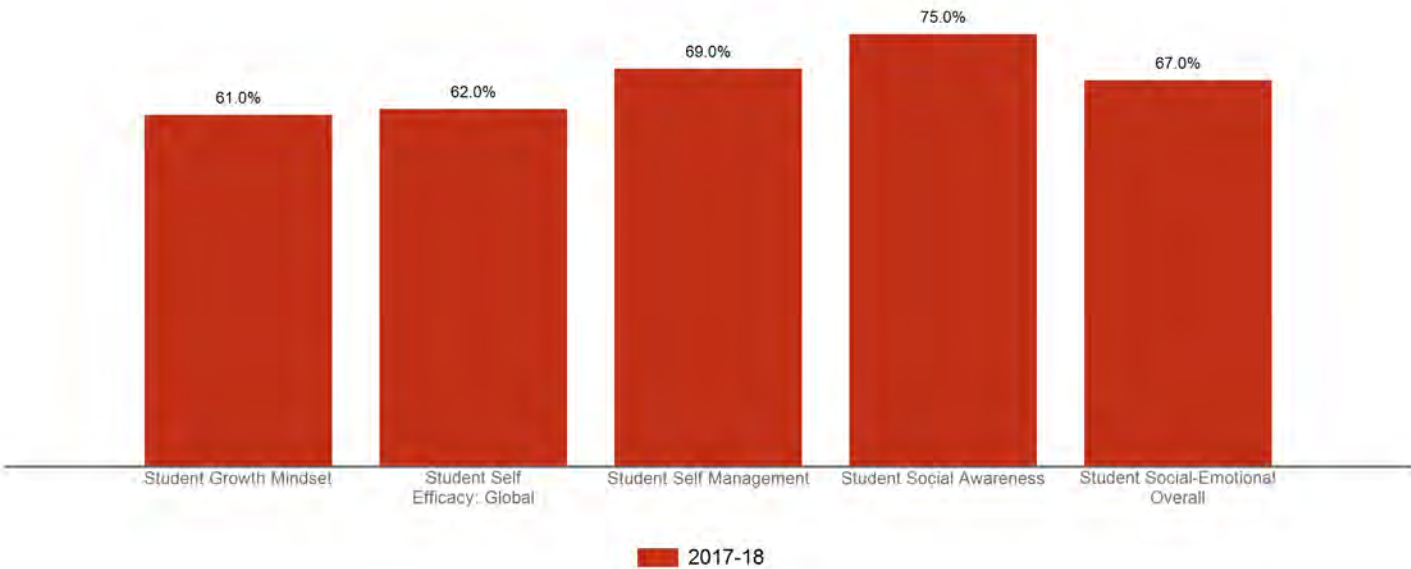
School Year: 23-24

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Total			

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Total			

SEL Survey

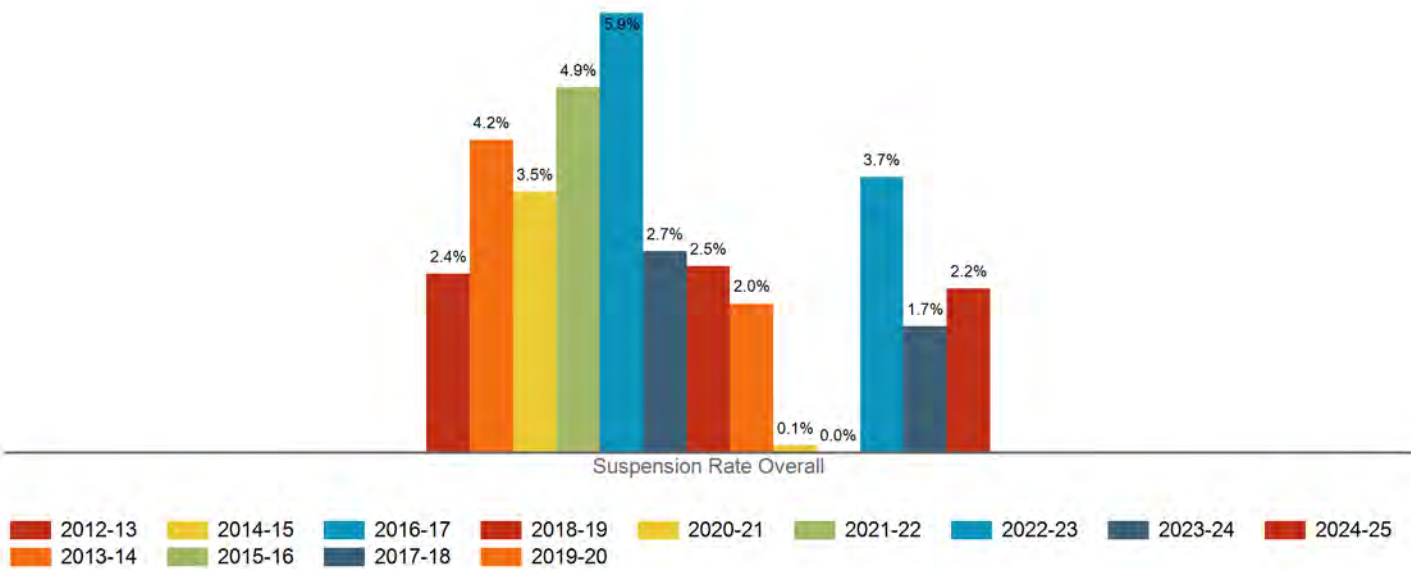
School Year: 23-24

Social/Emotional Learning Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17633	13	10/27/23	12/22/23	6	0.33	1.98
	13					1.98

Suspension/Expulsion Rate

School Year: 23-24

Goals	
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Culture/Climate Goals	By the end of June, 2024- Lafayette Identity, Agency, and Belonging will increase by 10%. Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students. By the end of June, 2024- Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys. By the end of June, 2024- Lafayette will demonstrate overall and subgroup daily attendance higher than the District averages. The counselor will recognize improvements in attendance by class and student. She will monitor attendance rates periodically to provide interventions for families for students will low attendance rates.



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Total			

Suspension/Expulsion Rate

School Year: 23-24

Behavior/Discipline Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17634	8	8/31/23	6/13/24	3	0.5	1.5
	8					1.5

All Parents

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide opportunities for families to engage with Lafayette by planning and conducting school sponsored events held during the school day or beyond school hours	\$5,388	
	Provide supplemental support to address concerns outlined in the Lafayette CORE survey related to safety, equity, and excellence. Oversee the successful school-wide implementation of Safe and Civil tenets, pinpointing and developing supports for areas of improvement. Support teachers in SEL routines and lessons in the classroom. Support school-wide student recognition through monthly assemblies that promote desired behaviors. Maintain and correlate data related to the efficacy of SEL programs and provide staff training as needed. Coordinate the school's tiered support systems with administration, counselor, and related staff. Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through contracts and incentives. Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement. Support administration in parent engagement initiatives at Lafayette.	\$93,827	
	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.	\$41,808	
2	In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community Counseling, Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectiveness to the school community. However, to monitor state education code, the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques.	\$82,097	
	Provide opportunities for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development	\$20,000	
3	The school nurse will serve as part of the school's tiered support systems to eliminate students' barriers to success by providing supplemental individual support for students and their families on issues related to student health; the nurse will serve as a liaison to outside support providers such as Big Smiles (mobile dental clinic), Asthma Mobile, Vision to Learn (eyeglasses), etc. The nurse will work with community agencies (health department) for health related management. The nurse will case manage students whose attendance is adversely impacted by health-related issues and keep all stakeholders apprised of those interventions.	\$55,462	
4	Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIPs™ to support the school; Supports in parent surveys; Gathers resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs; Performs testing of students- CogAT, ELPAC, SBAC, etc.	\$85,379	
Total		\$383,961	

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Total		\$383,961	

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Lafayette Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|---|--|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

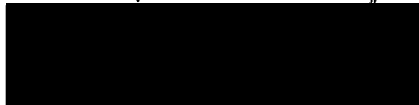
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

11/13/24

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- ☐ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- ☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- ☒ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school’s CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site’s continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH

UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Elija la designación ▾

Elija el nombre de la escuela ▾

Si es ATSI, identifique los subgrupos:

- | | | |
|---|--|---|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input checked="" type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

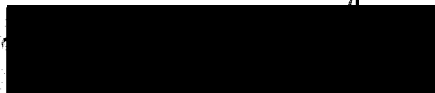
Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

11/13/24

Firma del director



Firma del presidente del
SSC



Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- ☐ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- ☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- ☒ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



Lafayette Elementary School
2445 Chestnut Ave., Long Beach, California 90806
David Komatz, Principal
HOME-SCHOOL COMPACT

In an effort to provide the highest quality instructional program to the students at Lafayette Elementary School, members of the community pledge to work collaboratively with each other and to uphold the following responsibilities:

THE PARENT/GUARDIAN PLEDGE

I understand that I have the most important job responsibility. My job directly affects my child's future.

As the parent/guardian, I will be responsible for the following:

- Sending my child to school every day on time, dressed for success, rested and prepared to learn.
- Familiarize and follow school safety guidelines to ensure the safety of my child at pick-up and drop-off.
- Reading to or with my child at least 20 minutes per day or according to grade level guidelines, in whatever language is comfortable for me or my child.
- Assisting with my child's homework, making sure it is returned to school, and talking to the teacher about any concerns regarding homework.
- Participating in school events and governance, including Back-to-School night, Parent-Teacher conferences, Open House, volunteering, School Site Council, ELAC, and other school activities.
- Being a positive role model for my child and modeling Lafayette's GFS, and social emotional learning practices such as Harmony Goals, Student Creed, Daily Affirmations and Class Agreements.
- Sending a note with my child when he/she is absent from school explaining why he/she is absent. The note should be dated and signed.
- Contacting my child's teacher promptly when I have questions or concerns.
- Staying informed about school community news by checking backpacks, bulletin boards, notices on the marquee and digital communication.
- Maintaining an open, honest and respectful relationship with teachers.
- Taking a primary role in educational decisions regarding my child.
- Provide a safe, respectful, and nurturing home learning environment.

THE STUDENT'S PLEDGE

I understand that education is the key to my future success. I am responsible for my own success.

As a student, I will be responsible for the following:

- Coming to school every day, on time, dressed for success, determined to learn and prepared to give my best effort.
- Following all school and classroom rules.
- Returning completed homework assignments on time.
- Reading at home and recording the reading in my reading log.
- Cooperating with everyone in the school.
- Respecting myself and the rights of others in my words and actions.
- Respecting school property and responsibly use technology.
- Learning and following Lafayette's GFS, and social emotional learning such as Harmony Goals, Student Creed, Daily Affirmations and Class Agreements.
- Taking ownership of my learning by asking questions or asking for help when I need it.

Parent's
Signature _____
Date: _____

Student's Signature: _____

THE TEACHER'S PLEDGE

I understand that I have the most important professional job and responsibility in society. My job affects the lives of the children entrusted to me, both short and long term.

As their teacher, I will be responsible for the following:

- An academic program that is rigorous and challenging while striving to meet the individual needs of each child.
- Providing a safe, respectful and nurturing learning environment.
- Being a positive role model for my students and teaching Lafayette's GFS, and social emotional learning practices such as Harmony Goals, Student Creed, Daily Affirmations and Class Agreements.
- Communicating with parents/guardians and students on a frequent and on-going basis regarding the academic and social progress of each student.
- Maintaining effective communication with parents regarding curricular plans and classroom schedules.
- Assigning appropriate homework that is in keeping with the Board of Education's recommended homework policies and encouraging students to read daily at school and at home.
- Calling home when a student is absent from school more than 3 days without parental notification.
- Maintaining an open, honest and professional relationship with parents.
- Providing professional advice to parents on their child's education and encouraging parents' collaboration in educational decisions regarding their children.

THE SCHOOL'S PLEDGE

Lafayette Elementary School understands its responsibility to support and facilitate the efforts of its community of students, parents/guardians, and teachers.

Lafayette Elementary School will be responsible for the following:

- An academic program that is rigorous and challenging while striving to meet the individual needs of each child.
- As funding permits, providing supplemental instruction to close the achievement gap for non-proficient students and providing enrichment programs for all students.
- Information for families on an on-going basis regarding individual and school-wide student achievement and progress, i.e. progress reports, test results, etc.
- On-going and regular communication in both English and Spanish.
- Dissemination to all current and potential students and their families of accurate information regarding all educational program options.
- A homework program (K-5) that emphasizes meaningful content (reading, writing and mathematics)
- Opportunities for parents to be involved in the governance of the school.
- Educational workshops for parents in order to assist with their child's academic success and open forums for community discussion.
- Technological support. Such as website resources and a homework helpline, as available.
- An environment where teachers, parents and administration enjoy open communication and an atmosphere where parents feel welcomed and valued.
- Professional support for and collaboration with parents/guardians in educational decisions regarding their child.

Teacher's signature _____ Date: _____

Principal's



Lafayette Elementary School
2445 Chestnut Ave., Long Beach, California 90806

David Komatz, Director
CONTRATO HOGAR-ESCUELA

En un esfuerzo por proveer un programa educativo con el más alto nivel de calidad para los estudiantes de la Escuela Primaria Lafayette, los miembros de la comunidad prometen trabajar en colaboración unos con otros y mantener las siguientes responsabilidades:

PROMESA DE LOS PADRES/TUTORES LEGALES

Yo entiendo que tengo el trabajo y responsabilidad más importante. Mi trabajo afecta directamente el futuro de mi hijo(a).

Como padre/tutor legal, yo seré responsable de lo siguiente:

1. Enviar a mi hijo(a) a la escuela todos los días a tiempo, vestido para el éxito, descansado y preparado para aprender.
2. Asegurar la seguridad de mi hijo(a) al recoger o dejar a mi hijo(a) según las normas establecidas.
3. Leer a o con mi hijo(a) por lo menos 20 minutos por día, o de acuerdo a las normas establecidas según el nivel de grado, en el idioma que sea más cómodo para mí o para mi hijo(a).
4. Asistir a mi hijo(a) con la tarea, asegurando que esta sea entregada a la escuela y hablar con el maestro sobre cualquier preocupación sobre la tarea.
5. Participación en los eventos de la escuela y su gobernabilidad, incluyendo la Noche de Regreso a Clases, Conferencias de padres y maestros, Noche de Escuela Abierta, ofrecer tiempo como voluntario, Concilio del Plantel Escolar, ELAC u otras actividades de la escuela.
6. Ser un modelo positivo para mi hijo(a) y seguir Las Guías para el Éxito de Lafayette, como también prácticas del aprendizaje social y emocional como los objetivos de Harmony, El Credo del Estudiante, las Afirmaciones Diarias y Los Acuerdos del Salón.
7. Enviar una nota cuando mi hijo(a) cuando él/ella está ausente de la escuela explicando el motivo de su ausencia. La nota debe estar firmada y fechada.
8. Comunicarme con prontitud con el maestro de mi hijo(a) cuando tenga preguntas o dudas.
9. Mantenerme informado sobre las noticias de la comunidad escolar revisando la mochila, los tableros de edictos, y las notificaciones en el marquee.
10. Mantener una relación abierta, honesta y de respeto con los maestros.
11. Tomar el papel principal en las decisiones referentes a mi hijo(a).

PROMESA DEL ESTUDIANTE

Yo entiendo que la educación es la clave para mi éxito futuro. Yo soy responsable de mi propio éxito.

Como estudiante, yo seré responsable de lo siguiente:

1. Venir a la escuela todos los días, a tiempo, y vestido para el éxito, dispuesto a aprender y a poner mi mayor esfuerzo.
2. Seguir todas las reglas de la escuela y del salón.
3. Entregar las tareas completas y a tiempo.
4. Leer en la casa y anotarlo en el diario de lectura.
5. Cooperar con todos en la escuela.
6. Demostrar respeto a mí mismo y a los derechos de los demás en mis palabras y acciones.
7. Respetar la propiedad escolar y usar la tecnología de una manera responsable.
8. Aprender y seguir las Guías para el Éxito de Lafayette, como también prácticas del aprendizaje social y emocional como los objetivos de Harmony, El Credo del Estudiante, las Afirmaciones Diarias y Los Acuerdos del Salón.
9. Tomar la responsabilidad de mi aprendizaje haciendo preguntas o pidiendo ayuda cuando lo necesite.

PROMESA DEL MAESTRO

Yo entiendo que tengo el trabajo y responsabilidad profesional más importante en la sociedad. Mi trabajo afecta directamente las vidas de los niños a mi cargo, tanto a corto como a largo plazo.

Como maestro(a), yo seré responsable de lo siguiente:

1. Un programa académico que sea riguroso y de reto mientras me esfuerzo por cumplir con las necesidades de cada estudiante.
2. Proveer un ambiente de aprendizaje seguro, respetuoso y amable.
3. Ser un modelo positivo para mis estudiantes y enseñar las Guías para el Éxito de Lafayette como también prácticas del aprendizaje social y emocional como los objetivos de Harmony, El Credo del Estudiante, las Afirmaciones Diarias y Los Acuerdos del Salón.
4. Comunicarme con los padres/tutores y estudiantes frecuentemente referente al progreso académico y social de cada estudiante.
5. Mantener una comunicación efectiva con los padres referente a los planes curriculares y horarios del salón de clases.
6. Asignar tarea apropiada bajo las guías de la Junta Directiva de educación y animar a los estudiantes a que lean diariamente en la escuela y en el hogar.
7. Llamar a los hogares cuando un estudiante se ausenta por más de 3 días sin notificación de los padres.
8. Mantener una relación abierta, honesta, y profesional con los padres.
9. Proveer consejo profesional a los padres sobre la educación de sus hijos y animar a los padres a que colaboren en las decisiones educativas que afectan a sus hijos.

PROMESA ESCOLAR

La Escuela Primaria Lafayette entiende que es su responsabilidad apoyar y facilitar los esfuerzos de su comunidad estudiantil, padres/tutores, maestros.

La Escuela Primaria Lafayette será responsable por lo siguiente:

1. Un programa académico riguroso y de reto mientras trata de cubrir las necesidades individuales de cada estudiante.
2. según los fondos lo permitan, proveer instrucción suplementaria para cerrar la brecha educativa de los estudiantes que no están al nivel y proveer programas de enriquecimiento para todos los estudiantes.
3. Información a las familias constantemente referente al progreso individual y de la escuela en general por ejemplo: reportes de progreso, resultados de exámenes, etc.
4. Comunicación constante y regular tanto en inglés como en español.
5. Diseminación de información a todos los estudiantes actuales y posibles estudiantes sobre las opciones de programas educativos.
6. Un programa de tareas (K-5) que enfatiza el contenido significativo (lectura, escritura y matemáticas).
7. Oportunidades para la participación de los padres en la escuela.
8. Talleres educativos para los padres para poder ayudarles con el éxito académico de sus hijos y foros abiertos para la discusión de la comunidad.
9. Apoyo tecnológico, como recursos en la página Web y la línea telefónica de tareas, según sea disponible.
10. Un ambiente donde los maestros, padres y administradores disfruten de una comunicación abierta una atmósfera donde los padres se sientan bienvenidos y valorados.
11. Apoyo profesional y colaboración con los padres/tutores en las decisiones educativas referentes a sus hijos.

Firma del Maestro: _____ Fecha: _____

Firma de el Director: _____ Fecha: _____

Firma de los padres: _____ Fecha: _____

Firma del Estudiante: _____ Fecha: _____



Lafayette Elementary School Parental Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Lafayette has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Lafayette's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

PART I

Lafayette agrees to implement the following requirements:

- jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Lafayette will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise in Title 1 fliers, at Back-to-School night, through School Messenger, etc.

- At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Parent Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions
2. Lafayette will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
- At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
3. Lafayette will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school:
- At SSC and ELAC meetings
 - Parent information meetings
 - School site council must vote to approve the guidelines
4. Lafayette will convene an Annual Title 1 Public Meeting to inform parents of the following:
- The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
 - Meetings offered hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language parents understand
 - Announcement made on school marquee, through school website and School Messenger
 - Incentives, refreshments, and child care provided
5. Lafayette will provide updated information to parents about Title I programs throughout the school year:
- Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other parent meetings (PBC, etc.)
6. Lafayette will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- Parent workshops; parent surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings

7. Lafayette will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:

- Coordination of Transitional Kindergarten at selected sites
- Promotion/advertisement of the District's Kindergarten festivals

8. Lafayette will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Lafayette will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- District trainings offered for parents and staff
- Parent education workshops on site
- Parent-Teacher Conferences
- Monthly calendars of Parent Workshops posted on district website
- DCAC, DELAC and other district parent forums/meetings
- District website resources: click "P" for Parent Involvement
- Utilize School Messenger, Lafayette Website, and applicable social media platforms to communicate

2. Lafayette will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:

- Outlines shared responsibility of home, school and student in academic achievement
- Developed, discussed and reviewed at first SSC and ELAC meetings
- School site council must vote to approve compact

3. Lafayette will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following

- the state's academic content standards
- the state and local academic assessments including alternate assessments

4. Lafayette will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent Workshops

5. Lafayette will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of

contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Teacher/Staff In-services

6. Lafayette will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Administration and office staff will be doing the translations of written materials/notifications that are sent to parents

PART IV.

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS


NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART V. ADOPTION

This Lafayette Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/23/24 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or after 11/8/24. Lafayette, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.



Signature of Principal

11/8/24

Date



Escuela de Lafayette

Guías de Participación para los Padres

Como escuela que recibe fondos de la Parte A del Título 1, **Lafayette** ha desarrollado junto con los miembros del Concilio de Consejo Escolar y distribuirá a los padres de los niños participantes, una Guía de Participación para los Padres que contiene información requerida por la sección 1118(b) de las Leyes Educativas de las escuelas primarias y secundarias (ESEA). Las Guías establecen las expectativas de **Lafayette** para la participación de los padres y describe como la escuela implementará un número de actividades específicas para la participación de los padres. El Compacto entre la Casa y la Escuela se incorporará dentro de las Guías Escolares de la Participación de los Padres.

PARTE 1

Lafayette está de acuerdo de implementar los siguientes requisitos:

- Junto con los padres desarrollan y distribuyen a los padres participantes en el programa, las Guías de Participación para los Padres, en el cual los padres de la escuela y los niños estuvieron en común acuerdo.
- Avisarles a los padres acerca de Las Guías de la Participación Paternal Escolar de una manera que sea comprensible y uniforme y que se pueda practicar, estas guías se distribuirán a los padres en el idioma que ellos puedan entender.
- Tener las Guías de Participación para los Padres disponibles a la comunidad.
- Periódicamente actualizar las Guías de Participación para los Padres, para satisfacer los cambios de necesidades tanto de los padres como de la escuela.
- Adoptar el Compacto Escolar entre padres y la escuela como un componente de su Guía de Participación para los Padres.
- Está de acuerdo en ser gobernado por el siguiente estatuto definido como la participación paternal y llevará a cabo programas, actividades, y procedimientos de acuerdo a esta definición.
- Utilizar School Messenger, la página web de Lafayette, y todas las plataformas de medios sociales aplicable para realizar la comunicación

PARTE 11.

DESCRIPCIÓN DE CÓMO LA ESCUELA VA A IMPLEMENTAR LOS REQUISITOS DE COMPONENTES DE GUÍAS DE PARTICIPACIÓN PARA LOS PADRES .

1. **Lafayette** tomará los siguientes pasos para animar a los padres a participar en el desarrollo de sus Guías de Participación para Padres de acuerdo a la sección escolar 1118(b) de ESEA:

(Nombre las acciones que constituyen el plan, su reviso y el mejoramiento del programa del Título 1. Ejemplo, obtener y distribuir información a los padres para revisar los siguientes materiales.)

- Asistir a uno de los entrenamientos en el distrito o en su escuela en particular: Temas incluidos:
 - i. Responsabilidad y el papel de los Miembro incluidos del SSC
 - ii. Cuál es la composición del SSC
 - iii. Examen de los presupuestos
 - iv. Plan único de logros del estudiante
 - v. El papel de ELAC y los otros comités de consejo.
- Planear reuniones con los padres del SSC y ELAC para revisar la información anterior de las actividades descritas en el Plan Único de los logros del estudiante.
 - i. Invitar a los padres y a otros accionistas a asistir a las juntas
 - ii. Anunciar en el boletín de Noticias del Título 1 Noche del regreso escolar (Back to School Night), School Messenger, etc
- En las reuniones
 - i. Revisar las Guías del Plan Único de Logros del estudiante Como un grupo anotar los cambios y hacer los ajustes necesarios (eliminar o incorporar) cuando sea necesario.
 - ii. Actualizar la Guía de Participación Escolar de los Padres y el Compacto Escolar entre la casa y la escuela.
 - iii. Traducciones orales y por escrito disponibles en Español y Camboyano para permitirles a los padres su intervención en las discusiones.

2. **Lafayette** tomará los siguientes pasos para distribuir a los padres y la comunidad local, las Guías de Participación Escolar de los Padres:

- SSC y ELAC (concilio del Consejo Escolar, Comité Asesor del Estudiantado que está aprendiendo Inglés)
- Sección del Boletín
- Reunión Anual del Título 1
- En el mostrador de la oficina principal
- Noche de Regreso Escolar (Back to School Night)

3. **Lafayette** Revisará periódicamente la Guía para la Participación Escolar de los Padres, para satisfacer las necesidades y los cambios de los padres y de la escuela:

(Hacer una lista de la frecuencia de las actividades que promueven a los padres que impulsa a examinar periódicamente, ejemplo Actividades de mejora escolar(escuela pública de su elección, servicios de educación suplemental, participación de los padres en el mejoramiento [medidas correctivas de reestructuración] (asuntos de seguridad etc.)

- En las juntas de SSC y ELAC
- Juntas de información para padres
- El Concilio de Consejo Escolar tiene que votar para aprobar esta guías

4. **Lafayette** Convocará juntas anuales públicas del Programa del Título 1 para informar a los padres lo siguiente:

- Los requisitos del Programa del Título 1, como se utilizan los fondos del Título 1, en esta escuela y los derechos que tienen los padres de participar
- Reuniones ofrecidas a diferentes días y horas
- Boletines de aviso enviados a casa en el idioma que los padres puedan comprender
- Anuncios puestos en el letrero de la escuela(marquee) por la página web de Lafayette y School Messenger
- Incentivos refrigerios y cuidado de niños es proveído:

5. **Lafayette** proveerá a los padres información al corriente acerca de los Programas del Título 1 durante el año escolar (**escriba las actividades.**)

- Sección del periódico escolar
- En el mostrador principal de la escuela
- En las reuniones de SSC, ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)

6. **Lafayette** Proporcionará a los padres una descripción y explicación del programa de estudio que se utiliza en la escuela, la formas de evaluación académica utilizadas para medir el progreso del estudiante usada para evaluar los niveles de progreso y el aprovechamiento que se espera que el estudiante obtenga: La escuela también proveerá en las decisiones relacionadas a la educación de sus hijos.(**escriba las actividades**)

- Talleres de capacitación para padres, encuestas
- Charlas con el director(a)
- Anuncios en los periódicos escolares
- Noche de regreso a la escuela (Back to School night)
- En las reuniones de SSC y ELAC

7. La escuela coordinará e integrará un programa de participación de los padres con Head start, Early Reading First (lectura a temprana edad) escuelas preescolar pública y otros programas que animan y apoyan a los padres a su participación temprana en la educación de sus hijos por:

- Coordinación del programa de transición del Jardín de Niños en sitios seleccionados
- Promover, anunciar los festivales del distrito de Jardín de Niños

8. **Lafayette** presentara al distrito cualquier comentario de los padres si el plan general escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes;

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. **Lafayette** construirá una alta capacidad escolar y de los padres, para su participación total, para asegurar una participación efectiva de los padres y ser

aleados para que con su apoyo se desarrolle la alianza de su participación de padres en la escuela y su comunidad para mejorar los logros académicos del estudiante: (Enumere las actividades, como describir el proceso identificando quien es responsable de conducirlas y explicando cual el papel que llevarán los padres.)

- Entrenamiento del distrito ofrecido para los padres y el personal
 - Talleres de capacitación para padres en la escuela
 - Conferencias entre padres y maestros
 - Calendarios mensuales puestos en la Web del distrito anunciando los talleres de capacitación para padres.
 - En reuniones como DCAC, DELAC y otras reuniones al nivel del distrito
 - Recursos del Distrito oprima “P” for Parent Involvement
 - Comunicarse por medio de School Messenger, la página web de Lafayette y otros medios sociales
2. **Lafayette** Incorporará el Compacto entre la escuela y la casa, como componente del Plan de Guía de la Participación Paternal Escolar
- Definir las responsabilidades compartidas entre la casa, la escuela y el estudiantes para sus logros académicos
 - Desarrollar, discutir y revisar, en las primeras reuniones de SSC y ELAC
 - El SSC tiene que votar para aprobar el compacto
 - Describir el procesos de distribución
3. **Lafayette** va a proveer con la ayuda del distrito asistencia a los padres de los niños que reciben servicios del distrito en la comprensión de los temas como los siguientes:
- Las Normas Académicas del Estado
 - Las Evaluaciones académicas locales y estatales incluyendo evaluaciones alternativas
4. **Lafayette** va a proveer con ayuda del distrito materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos en el mejoramiento de su desarrollo académico, como entrenamientos de alfabetización usando la tecnología, cuando sea apropiado para fomentar la participación de los padres como:
- Talleres de capacitación para padres (agregar los títulos)
5. **Lafayette** con la ayuda de su distrito y los padres educar a sus maestros y al personal, en la forma de cómo llegar a comunicarse con y trabajar con los padres como socios a un mismo nivel en el valor y lo útil que son las contribuciones de los padres y como implementar y coordinar los programas para padres y crear lazos entre los padres y las escuelas por medio de :
- Talleres de desarrollo para maestros y el personal (hacer una lista específica)

6. **Lafayette** tomará a un extremo apropiado y visible las siguientes acciones para asegurar que la información relacionada a la escuela y los programas de los padres, reuniones y otras actividades, sea enviada a los padres de los estudiantes participantes en un formato uniforme, incluyendo otras formas si es solicitado y a un exento aplicable en un lenguaje que los padres puedan comprender: (**enumere las acciones**)
- **Nombre de la persona en su escuela** que hará las traducciones por escrito de los materiales y avisos que serán enviados a los padres.

PARTE 1V,
COMPONENTES DEL PLAN DE LA GUÍA DE LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA, DEJADO A LA DISCRECIÓN DE LA ESCUELA

AVISO: La Guía de Participación de los padres en la escuela, puede incluir párrafos adicionales y describir otras actividades a la discreción de la escuela, en consultar con los padres para elegir y llevar a cabo el desarrollo de la capacidad de los padres para que participen en el apoyo a la escuela para los logros del desarrollo académico de sus hijos como por ejemplo las actividades a discreción enumerada bajo la sección 1118(e)del ESEA:

- La participación de los padres en el desarrollo de entrenamientos de los maestros, directores y otros educadores para mejorar la efectividad de los entrenamientos
- Proveyendo los entrenamientos de alfabetización necesarios para los padres con los fondos del Título 1 Parte A, si el distrito escolar ha exhaustado todos los recursos disponibles para los entrenamientos
- Pagando por los gastos necesarios asociados con las actividades de participación de los padres, incluyendo transportación y costo del cuidado de niños, para que los padres puedan participar en las juntas relacionadas a la escuela y sus entrenamientos.
- Entrenando a los padres a enriquecer la participación de otros padres
- Para llegar al máximo de la participación de los padres en la educación de sus hijos y colaborar con arreglar reuniones escolares a diferentes horarios y días y conducir conferencias en casa, entre los padres y la escuela y otros educadores que trabajan directamente con los niños participantes, de los padres que no pueden asistir a esas conferencias en la escuela.
- Adoptar e implementar modelos de acercamiento para mejorar la participación de los padres.
- Establecer un concilio del consejo al nivel del distrito (DCAC) para proveer consejos en todos los asuntos relacionados a la participación de los padres en los programas del Título 1 Parte A.

- Desarrollar el papel apropiado para los negocios y organizaciones comunitarias, incluyendo organizaciones relacionadas con la fe, en actividades de participación paternal y
- Proveer otros apoyos razonables para la participación de los padres en las actividades relacionadas cuando sean requeridas bajo la sección 1118 cuando sea solicitado por los padres.

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PARTE V. ADOPCIÓN

Esta Guía de Participación Escolar para Padres ha sido desarrollada en adjunto con y en común acuerdo de los padres de los niños participantes en los Programas del Título 1 Parte A . Estas Guías fueron adoptada por los miembros del SSC en **18 de octubre de 2023** y serán efectivas por un periodo de 1 año La escuela proveer una copia de las Guías a padres en o después del 19 de octubre del 2023- **Lafayette**, cuando le sea posible, proveerá una copia de estas Guías a los padres en el idioma que los padres puedan comprender.

(Firma del funcionario(a) autorizado)

Fecha