

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lafayette School	Elementary	12-75515-6007793	05/08/24	

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

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

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

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

This plan is being used by Lafayette Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will increase attendance and help students succeed and grow socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 1: Academic Growth and Achievement

Lafayette Elementary will improve student achievement in English Language Arts (ELA) and Mathematics, increasing overall proficiency rates by 5% annually as measured by CAASPP (SBAC), district benchmark assessments, and multiple measures, including teacher-based assessments and interim assessments. We will ensure all students have access to high-quality curriculum, evidence-based interventions, and professional development for staff to support differentiated instruction and targeted student needs.

Goal 2: Positive and Inclusive School Climate, Student Engagement and Attendance

Lafayette Elementary will cultivate a safe, supportive, and inclusive school culture by implementing PBIS (Positive Behavioral Interventions and Supports), social-emotional learning (SEL) strategies, and student enrichment opportunities. We will maintain suspension rates below 5% for all student groups and increase students' sense of belonging by fostering meaningful connections, restorative practices, and a positive learning environment. Lafayette Elementary will decrease chronic absenteeism by 5% annually through proactive family engagement, attendance interventions, and increased access to school-based supports. We will continue educating students and families on the importance of consistent attendance and on-time arrival to maximize learning opportunities.

Goal 3: LCAP Alignment

Lafayette Elementary will align all site goals, actions, and expenditures with the Eureka City Schools LCAP to ensure coherent, equitable, and sustainable support for student success across all state priorities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Lafayette Elementary School Site Council (SSC) is composed of eleven members and meets regularly via virtual platforms to ensure broad participation. The SSC plays a key role in guiding and reviewing the School Plan for Student Achievement (SPSA).

On December 4, 2024, the SSC convened to examine academic and school climate data from the 2023–2024 school year. During this meeting, stakeholders reviewed assessment outcomes, identified areas of growth and need, and discussed site priorities. The principal also presented a draft budget aligned to stakeholder feedback and prior input from the teaching staff.

Teachers were engaged in the SPSA development process through regular review of student achievement data, school climate trends, and collaborative dialogue during staff meetings and professional learning communities (PLCs). Staff members were invited to share their insights and suggestions for addressing both academic and social-emotional priorities.

The SSC reviewed the proposed 2025–2026 SPSA on March 5, 2025, and finalized the plan with a vote on April 23, 2025. Input from a broader range of stakeholders was also collected throughout the school year via our Community Schools Program. This included in-person meetings, one-on-one interviews, and digital surveys conducted at both the site and district levels.

Additionally, families were encouraged to meet with the principal throughout the year to share feedback, ask questions, and offer ideas to support student success. This multi-tiered engagement process ensures that our SPSA is reflective of the voices and needs of our entire school community.

Resource Inequities

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

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

Lafayette Elementary has been identified for Additional Targeted Support and Improvement (ATSI) under the Every Student Succeeds Act (ESSA) due to elevated rates of chronic absenteeism among students identified as “Two or More Races.” According to the 2024 California School Dashboard, 59.5% of students in this subgroup were chronically absent—an increase of 12.9% from the previous year. This persistent trend signals a significant inequity in student access to consistent learning opportunities and calls for targeted, sustained interventions.

According to the 2023 California School Dashboard, 46.7% of students in this subgroup were chronically absent—an increase of 1.5% from the previous year.

Last year and this year to address this need, Lafayette Elementary has been leveraging its Community Schools framework to remove barriers and foster stronger connections between families and school. A full-time Community Schools Family Liaison is on site, working closely with families to identify challenges, provide resources, and build trusting relationships. At the district level, a dedicated Chronic Absenteeism Social Worker collaborates with our site to support data analysis, family outreach, and individualized student plans. Additionally, the district’s new Family Resource Center employs a Student Engagement Specialist who partners directly with students to promote positive attendance habits and help them understand the long-term importance of regular school participation.

These layered supports are part of a schoolwide plan that includes evidence-based strategies such as personalized attendance plans, increased communication, restorative practices, and parent engagement events. The combined efforts of school staff and district partners ensure that both students and families are connected to the tools and relationships they need to thrive.

Short-Term Goal (2024–2025):

Reduce chronic absenteeism among students identified as Two or More Races by 5% through increased outreach, personalized supports, and strengthened communication systems in partnership with our site and district-based family support staff.

Long-Term Goal (2026–2027):

Achieve a 10% reduction in chronic absenteeism for this student group through the continued implementation of multi-tiered systems of support, increased student and family engagement, and sustained collaboration with community-based services and district personnel.

Lafayette Elementary School has also been identified for Additional Targeted Support and Improvement (ATSI) under the Every Student Succeeds Act (ESSA) due to elevated suspension rates among students identified as “Two or More Races.” According to the 2024 California School Dashboard, 12.5% of students in this subgroup received at least one suspension—an increase of 9.4% from the previous year. This concerning trend highlights a critical equity gap in student access to safe, supportive learning environments and calls for targeted, sustained interventions.

To address this need, Lafayette Elementary is leveraging its Community Schools framework and Positive Behavioral Interventions and Supports (PBIS) systems to cultivate a culture of inclusion, accountability, and restorative practices. A full-time Community Schools Family Liaison partners with families to address underlying challenges, build trusting relationships, and connect them with tailored resources. At the district level, a Social Worker supports our site with data analysis, behavior intervention planning, and connections to wraparound services. Additionally, the site base Restorative Practices Support Specialist collaborates directly with students to teach self-regulation strategies, support positive peer interactions, and reinforce school-wide expectations in a proactive, strengths-based manner.

These layered supports are embedded within a broader schoolwide plan that includes trauma-informed practices, increased staff training on equity and cultural responsiveness, clear and consistent behavioral expectations, and a shift toward restorative responses in place of punitive discipline. With an emphasis on prevention, relationship-building, and re-engagement, Lafayette Elementary is working to ensure all students—particularly those in historically underserved subgroups—feel seen, supported, and set up for success.

Short-Term Goal (2024–2025):

Reduce suspension rates among students identified as Two or More Races by 5% through strengthened behavior support systems, increased family engagement, and expanded access to restorative practices.

Long-Term Goal (2026–2027):

Achieve a 10% reduction in suspension rates for this student group through the sustained implementation of multi-tiered behavioral supports, ongoing professional learning for staff, and increased collaboration with families and community-based resources.

These actions reflect Lafayette Elementary's deep commitment to equity by ensuring that all students—especially those in historically underserved groups—receive the support, relationships, and resources they need to access their education consistently and meaningfully.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the 2024 California School Dashboard, Lafayette Elementary School received a Red performance level for the Suspension Rate indicator for the All Students group. This rating reflects a critical need to address sitewide behavioral systems, school culture, and access to inclusive and supportive learning environments. Lafayette Elementary School received a Red performance level for the Chronic Absenteeism indicator for the All Students group. This highlights an urgent need to address barriers to regular attendance and ensure students are consistently accessing instruction and school-based supports.

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

Other Needs

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

ATSI identified need: In the area of suspension, students identified as two or more races have been selected for an ATSI focus. Steps to be taken include:

Strengthening Multi-Tiered Systems of Support (MTSS):

Re-teaching schoolwide expectations via the ROAR matrix and “Expectation Stations” across campus.

Ensuring consistency in Tier 1 behavior responses and expanding Tier 2 supports (e.g., Check-In/Check-Out, social-emotional small groups).

Restorative and Relational Approaches to Behavior:

Increased use of restorative practices such as peer mediation, community circles, and student reflection forms in lieu of traditional discipline.

Training staff in trauma-informed strategies and implicit bias to support equitable responses to student behavior.

Family Engagement and Communication:

Continued outreach through the full-time Community Schools Family Liaison, aimed at partnering with families early and often.

Hosting inclusive family nights that highlight student voice, shared expectations, and community-building.

Targeted Support for High-Needs Subgroups:

Partnership with the district's Student Engagement Specialist and Social Worker for Behavior and Discipline to develop individualized behavior support plans for high-need students.

Disaggregating behavior data by subgroup to identify disproportionality and adjust interventions accordingly.

Staff Capacity Building:

Ongoing professional development in PBIS, restorative justice, cultural responsiveness, and equity in discipline practices.

Cross-role collaboration between general educators, specialists, support staff, and administration.

ATSI identified need: In the area of attendance, students identified as two or more races have been selected for an ATSI focus. Steps to be taken include:

Family-Centered Engagement through Community Schools:

A full-time Community Schools Family Liaison builds relationships with families, identifies barriers to attendance, and connects them to resources such as transportation assistance, healthcare, or housing support.

Increased home visits and check-ins with chronically absent students by the liaison and support staff.

District-Level Support Structures:

Collaboration with the District Chronic Absenteeism Social Worker to analyze attendance patterns, develop personalized intervention plans, and coordinate district resources.

Direct partnership with the Student Engagement Specialist housed at the district's Family Resource Center, who works with students to build intrinsic motivation and school connection.

Personalized Outreach and Intervention:

Creation of individualized attendance improvement plans for students with high rates of absenteeism.

Implementation of incentive programs, student recognition, and daily/weekly check-ins to increase school engagement.

Communication and Education:

Frequent messaging to families about the importance of regular attendance through newsletters, classroom communications, and parent events.

Use of data dashboards and visual tools in classrooms to help students monitor and celebrate their own attendance progress.

Multi-Tiered System of Supports (MTSS):

Integration of attendance into MTSS meetings to ensure early identification and timely intervention.

Targeted Tier 2 and Tier 3 supports for students missing more than 10% of school days.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	5.98%	5.02%	4.59%	15	12	14
African American	1.99%	1.67%	1.64%	5	4	5
Asian	13.55%	12.97%	13.44%	34	31	41
Filipino	0.40%	0%	%	1	0	
Hispanic/Latino	31.87%	33.89%	30.82%	80	81	94
Pacific Islander	0.40%	0.42%	0.98%	1	1	3
White	34.66%	35.56%	34.10%	87	85	104
Multiple/No Response	11.16%	10.46%	13.44%	28	25	41
Total Enrollment				251	239	305

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	60	59	71
Grade 1	39	50	44
Grade 2	43	37	54
Grade3	27	37	41
Grade 4	38	27	43
Grade 5	44	29	29
Total Enrollment	251	239	305

Conclusions based on this data:

1. Lafayette's enrollment continues to fluctuate due to a number of factors such as school boundary changes.
2. Student enrollment by subgroup has remained consistent over the years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	76	77	80	29.4%	30.3%	26.2%
Fluent English Proficient (FEP)	6	4	4	2.9%	2.4%	1.3%
Reclassified Fluent English Proficient (RFEP)				8.6%		

Conclusions based on this data:

1. The size of this student group remains fairly consistent.
2. Continued support is needed in this area. EL tech was hired to support this need.
3. Students continue to need specific instruction in the area of language acquisition.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29	39	39	29	36	38	29	36	38	100.0	92.3	97.4
Grade 4	37	30	36	37	30	34	37	30	34	100.0	100.0	94.4
Grade 5	43	31	31	40	30	31	40	30	31	93.0	96.8	100
All Grades	109	100	106	106	96	103	106	96	103	97.2	96.0	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2366.	2368.	2362.	10.34	8.33	5.26	13.79	22.22	21.05	24.14	22.22	23.68	51.72	47.22	50.00
Grade 4	2405.	2406.	2430.	8.11	10.00	14.71	16.22	20.00	29.41	29.73	16.67	8.82	45.95	53.33	47.06
Grade 5	2442.	2446.	2455.	10.00	6.67	6.45	12.50	16.67	25.81	20.00	33.33	22.58	57.50	43.33	45.16
All Grades	N/A	N/A	N/A	9.43	8.33	8.74	14.15	19.79	25.24	24.53	23.96	18.45	51.89	47.92	47.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	8.33	10.53	*	55.56	52.63	*	36.11	36.84
Grade 4	8.11	3.33	5.88	64.86	63.33	73.53	27.03	33.33	20.59
Grade 5	10.00	3.33	9.68	52.50	60.00	61.29	37.50	36.67	29.03
All Grades	8.49	5.21	8.74	57.55	59.38	62.14	33.96	35.42	29.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2.78	5.26	*	58.33	34.21	*	38.89	60.53
Grade 4	5.41	6.67	2.94	45.95	46.67	52.94	48.65	46.67	44.12
Grade 5	7.50	3.33	3.23	40.00	60.00	61.29	52.50	36.67	35.48
All Grades	5.66	4.17	3.88	42.45	55.21	48.54	51.89	40.63	47.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2.78	5.26	*	61.11	73.68	*	36.11	21.05
Grade 4	2.70	3.33	14.71	67.57	80.00	70.59	29.73	16.67	14.71
Grade 5	7.50	6.67	12.90	75.00	60.00	70.97	17.50	33.33	16.13
All Grades	6.60	4.17	10.68	70.75	66.67	71.84	22.64	29.17	17.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	11.11	13.16	*	55.56	47.37	*	33.33	39.47
Grade 4	8.11	0.00	11.76	70.27	70.00	64.71	21.62	30.00	23.53
Grade 5	15.00	0.00	9.68	57.50	80.00	58.06	27.50	20.00	32.26
All Grades	9.43	4.17	11.65	62.26	67.71	56.31	28.30	28.13	32.04

Conclusions based on this data:

- Continued student support is needed in area of language arts
- There is a need for professional development around newly adopted Language Arts curriculum and best practices to support literacy

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29	39	39	29	36	38	29	36	38	100.0	92.3	97.4
Grade 4	37	30	36	37	30	35	37	30	35	100.0	100.0	97.2
Grade 5	43	31	31	40	31	31	40	31	31	93.0	100.0	100
All Grades	109	100	106	106	97	104	106	97	104	97.2	97.0	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2400.	2380.	2382.	10.34	11.11	10.53	27.59	13.89	18.42	24.14	19.44	26.32	37.93	55.56	44.74
Grade 4	2414.	2421.	2438.	5.41	3.33	2.86	16.22	20.00	31.43	32.43	36.67	37.14	45.95	40.00	28.57
Grade 5	2447.	2422.	2458.	2.50	3.23	12.90	12.50	16.13	16.13	32.50	12.90	25.81	52.50	67.74	45.16
All Grades	N/A	N/A	N/A	5.66	6.19	8.65	17.92	16.49	22.12	30.19	22.68	29.81	46.23	54.64	39.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	11.11	21.05	*	50.00	31.58	*	38.89	47.37
Grade 4	5.41	10.00	2.86	45.95	46.67	57.14	48.65	43.33	40.00
Grade 5	2.50	9.68	6.45	45.00	38.71	48.39	52.50	51.61	45.16
All Grades	8.49	10.31	10.58	44.34	45.36	45.19	47.17	44.33	44.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	11.11	13.16	*	44.44	52.63	*	44.44	34.21
Grade 4	2.70	10.00	8.57	56.76	43.33	68.57	40.54	46.67	22.86
Grade 5	7.50	0.00	12.90	62.50	54.84	54.84	30.00	45.16	32.26
All Grades	4.72	7.22	11.54	59.43	47.42	58.65	35.85	45.36	29.81

Conclusions based on this data:

1. Continued support is needed in the area of math
2. Professional developments in the area of Everyday Mathematics and math instruction is needed
3. Constructing Meaning strategies will be professionally developed specifically in the area of writing about math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1426.5	1400.9	1398.5	1435.5	1406.7	1414.9	1405.2	1387.6	1360.3	22	22	28
1	*	1456.3	1480.6	*	1473.1	1500.4	*	1438.9	1460.4	9	13	14
2	*	*	1491.9	*	*	1512.4	*	*	1470.9	10	8	15
3	1505.5	1475.6	*	1519.1	1492.3	*	1491.8	1458.5	*	11	11	8
4	1517.5	*	*	1530.5	*	*	1504.1	*	*	13	6	7
5	1526.8	1544.5	*	1529.6	1561.1	*	1523.5	1527.3	*	13	11	6
All Grades										78	71	78

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.64	9.09	10.71	31.82	13.64	25.00	36.36	63.64	42.86	18.18	13.64	21.43	22	22	28
1	*	0.00	14.29	*	46.15	50.00	*	53.85	35.71	*	0.00	0.00	*	13	14
2	*	*	13.33	*	*	66.67	*	*	13.33	*	*	6.67	*	*	15
3	18.18	18.18	*	45.45	27.27	*	36.36	27.27	*	0.00	27.27	*	11	11	*
4	15.38	*	*	46.15	*	*	30.77	*	*	7.69	*	*	13	*	*
5	30.77	54.55	*	23.08	9.09	*	30.77	27.27	*	15.38	9.09	*	13	11	*
All Grades	16.67	15.49	11.54	32.05	26.76	42.31	33.33	46.48	33.33	17.95	11.27	12.82	78	71	78

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	4.55	17.86	31.82	45.45	21.43	36.36	36.36	32.14	13.64	13.64	28.57	22	22	28
1	*	23.08	35.71	*	53.85	57.14	*	23.08	7.14	*	0.00	0.00	*	13	14
2	*	*	46.67	*	*	46.67	*	*	0.00	*	*	6.67	*	*	15
3	45.45	45.45	*	45.45	27.27	*	9.09	9.09	*	0.00	18.18	*	11	11	*
4	53.85	*	*	38.46	*	*	7.69	*	*	0.00	*	*	13	*	*
5	53.85	72.73	*	30.77	18.18	*	0.00	9.09	*	15.38	0.00	*	13	11	*
All Grades	33.33	29.58	33.33	37.18	40.85	38.46	19.23	22.54	12.82	10.26	7.04	15.38	78	71	78

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	9.09	3.57	18.18	4.55	28.57	50.00	68.18	42.86	22.73	18.18	25.00	22	22	28
1	*	0.00	14.29	*	23.08	21.43	*	46.15	57.14	*	30.77	7.14	*	13	14
2	*	*	6.67	*	*	46.67	*	*	26.67	*	*	20.00	*	*	15
3	9.09	0.00	*	18.18	18.18	*	45.45	18.18	*	27.27	63.64	*	11	11	*
4	0.00	*	*	23.08	*	*	53.85	*	*	23.08	*	*	13	*	*
5	15.38	18.18	*	15.38	9.09	*	38.46	45.45	*	30.77	27.27	*	13	11	*
All Grades	6.41	5.63	6.41	16.67	16.90	26.92	42.31	46.48	42.31	34.62	30.99	24.36	78	71	78

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.73	22.73	17.86	72.73	63.64	46.43	4.55	13.64	35.71	22	22	28
1	*	23.08	57.14	*	69.23	42.86	*	7.69	0.00	*	13	14
2	*	*	33.33	*	*	60.00	*	*	6.67	*	*	15
3	45.45	36.36	*	54.55	45.45	*	0.00	18.18	*	11	11	*
4	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*
5	23.08	45.45	*	61.54	45.45	*	15.38	9.09	*	13	11	*
All Grades	26.92	29.58	29.49	64.10	60.56	52.56	8.97	9.86	17.95	78	71	78

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.64	4.55	28.57	59.09	68.18	50.00	27.27	27.27	21.43	22	22	28
1	*	30.77	14.29	*	69.23	85.71	*	0.00	0.00	*	13	14
2	*	*	66.67	*	*	26.67	*	*	6.67	*	*	15
3	72.73	63.64	*	27.27	18.18	*	0.00	18.18	*	11	11	*
4	69.23	*	*	30.77	*	*	0.00	*	*	13	*	*
5	69.23	81.82	*	15.38	18.18	*	15.38	0.00	*	13	11	*
All Grades	39.74	36.62	42.31	46.15	52.11	44.87	14.10	11.27	12.82	78	71	78

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	9.09	0.00	77.27	81.82	82.14	13.64	9.09	17.86	22	22	28
1	*	7.69	21.43	*	46.15	57.14	*	46.15	21.43	*	13	14
2	*	*	0.00	*	*	80.00	*	*	20.00	*	*	15
3	9.09	0.00	*	54.55	27.27	*	36.36	72.73	*	11	11	*
4	7.69	*	*	46.15	*	*	46.15	*	*	13	*	*
5	15.38	9.09	*	38.46	72.73	*	46.15	18.18	*	13	11	*
All Grades	10.26	5.63	5.13	51.28	59.15	64.10	38.46	35.21	30.77	78	71	78

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.73	22.73	17.86	50.00	45.45	46.43	27.27	31.82	35.71	22	22	28
1	*	0.00	0.00	*	92.31	85.71	*	7.69	14.29	*	13	14
2	*	*	13.33	*	*	66.67	*	*	20.00	*	*	15
3	18.18	9.09	*	72.73	54.55	*	9.09	36.36	*	11	11	*
4	7.69	*	*	92.31	*	*	0.00	*	*	13	*	*
5	23.08	18.18	*	69.23	63.64	*	7.69	18.18	*	13	11	*
All Grades	14.10	18.31	10.26	62.82	59.15	66.67	23.08	22.54	23.08	78	71	78

Conclusions based on this data:

1. A full-time EL teacher will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
2. A 5 hour EL tech will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.

3. Professional development for classroom teachers will continue in the area of best teaching practices for English Language Learners.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
305	82%	26.2%	3%
Total Number of Students enrolled in Lafayette Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	26.2%
Foster Youth	9	3%
Homeless	34	11.1%
Socioeconomically Disadvantaged	250	82%
Students with Disabilities	60	19.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.6%
American Indian	14	4.6%
Asian	41	13.4%
Filipino	0	0.0%
Hispanic	94	30.8%
Two or More Races	41	13.4%
Pacific Islander	3	1%
White	104	34.1%

Conclusions based on this data:

- Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of language arts and math.

2. Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of attendance.
3. Lafayette has a diverse student population. Continued work with Culturally Responsive Teaching and trauma informed practices is needed.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Red</div>	<div>Suspension Rate</div> <div> Red</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Green</div>		

Conclusions based on this data:

- While we have maintained our scores in language arts, we are still performing below expected standards. This is an area of need across many grade.
- The data is showing a decline in mathematics across grade levels. Professional development and additional focus is needed in this area.

3. With an increase in ELD support, our students scores reflect a positive impact.

School and Student Performance Data

Academic Performance English Language Arts

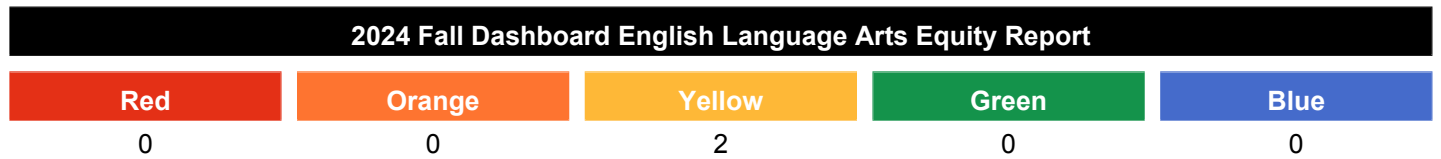
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>51.3 points below standard</div> <div>Increased 12.4 points</div> <div>98 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>86.5 points below standard</div> <div>Declined 3.5 points</div> <div>22 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>53.9 points below standard</div> <div>Increased 4.5 points</div> <div>83 Students</div>

Students with Disabilities  No Performance Color 112.3 points below standard Declined 14.1 points 32 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color 58.1 points below standard 11 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 68.8 points below standard Maintained 0.6 points 30 Students
Two or More Races  No Performance Color 38.2 points below standard 13 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 47.9 points below standard Increased 3.1 points 39 Students

Conclusions based on this data:

1. For groups showing a decrease in meeting the standard, continue interventions and supports.
2. Students with disabilities and socioeconomically disadvantaged students are showing an increase in scores.
3. English Learners are showing a significant decrease in ELA scores.

School and Student Performance Data

Academic Performance Mathematics

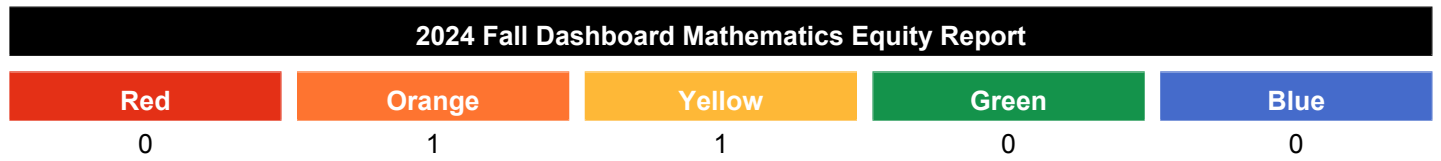
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>53.6 points below standard</div> <div>Increased 17.5 points</div> <div>98 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>72.1 points below standard</div> <div>Increased 24.5 points</div> <div>22 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>50.6 points below standard</div> <div>Increased 19.5 points</div> <div>83 Students</div>

Students with Disabilities  No Performance Color 123.5 points below standard Declined 19.4 points 32 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color 41.4 points below standard 11 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 53.0 points below standard Increased 20.9 points 30 Students
Two or More Races  No Performance Color 50.9 points below standard 13 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 65.3 points below standard Declined 8.3 points 39 Students

Conclusions based on this data:

1. Continued intervention and support needed for all students in the area of mathematics
2. Continued focus and support is needed in supporting EL students in the area of math

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
63% making progress.	making progress.
Number Students: 46 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.3%	32.6%	6.5%	56.5%

Conclusions based on this data:

1. The majority of students identified as English learners are making progress towards English proficiency. Actions and Services need to focus on providing support for students in all Proficiency categories.
2. Students at levels 2 and 3 need additional support in the area of language development in order to move to the next stage.
3. The need for EL support at our school is evident.

School and Student Performance Data

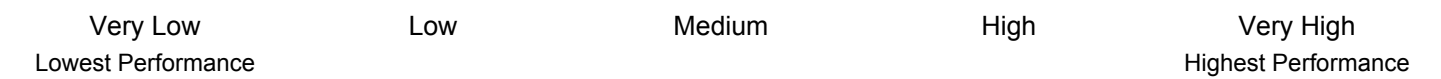
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>37% Chronically Absent</div> <div>Increased 2.3</div> <div>322 Students</div>	<div>English Learners</div> <div> Red</div> <div>25.6% Chronically Absent</div> <div>Increased 3.4</div> <div>86 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>90.9% Chronically Absent</div> <div>Increased 36.4</div> <div>11 Students</div>	<div>Homeless</div> <div> Red</div> <div>65.2% Chronically Absent</div> <div>Increased 24.3</div> <div>46 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>39.2% Chronically Absent</div> <div>Increased 2.8</div> <div>278 Students</div>

Students with Disabilities  Orange 34.6% Chronically Absent Declined 0.6 81 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 43.8% Chronically Absent Increased 25 16 Students
Asian  Yellow 18.6% Chronically Absent Declined 2.6 43 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 36.4% Chronically Absent Maintained 0.4 99 Students
Two or More Races  Red 59.5% Chronically Absent Increased 12.9 42 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Orange 31.9% Chronically Absent Declined 4.6 113 Students

Conclusions based on this data:

1. Close to 35% of students at Lafayette were identified as being chronically absent. This is a major concern across the school.
2. Students identified as two or more races have shown a large increase in chronic absenteeism. Lafayette is in ATSI for this subgroup.
3. Supports and education regarding regular attendance need to be clearly communicated to all families and students.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

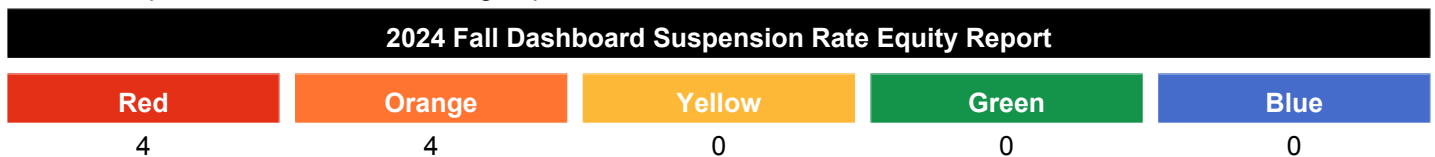
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 5.6% suspended at least one day Increased 3.9% 340 Students	English Learners  Orange 1.1% suspended at least one day Increased 1.1% 90 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 25% suspended at least one day Increased 6.8% 12 Students	Homeless  Red 8% suspended at least one day Increased 1.6% 50 Students	Socioeconomically Disadvantaged  Red 5.1% suspended at least one day Increased 3.1% 294 Students

Students with Disabilities  Red 7.4% suspended at least one day Increased 4.1% 81 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 18.8% suspended at least one day Increased 7% 16 Students
Asian  Orange 2.3% suspended at least one day Increased 2.3% 43 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 1.9% suspended at least one day Increased 1.9% 106 Students
Two or More Races  Red 12.5% suspended at least one day Increased 9.4% 48 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Orange 5.1% suspended at least one day Increased 3.2% 118 Students

Conclusions based on this data:

1. Work with restorative practices and other means of correction need to continue.
2. There is a continued need for robust social emotional education for students and staff

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Pupil Outcomes

Lafayette Elementary School will improve academic achievement for all students in English Language Arts (ELA) and Mathematics by reducing the Distance from Standard (DFS), as measured by the California School Dashboard. The school will aim for consistent, measurable growth each year, with a minimum target of a 10-point DFS improvement annually. Lafayette Elementary will also consider local multiple measures, including curriculum-embedded assessments and teacher-based evaluations, to monitor progress and support instructional decision-making.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Identified Need

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

In the 2022–2023 school year, Lafayette Elementary students scored an average of 63.7 points below standard in English Language Arts (ELA) and 71.1 points below standard in Mathematics, as measured by the California School Dashboard’s Distance from Standard (DFS) metric. These figures served as the baseline for setting multi-year growth targets.

In 2023–2024, Lafayette made significant progress: the average DFS improved to 51.3 points below standard in ELA, a gain of 12.4 points, and 53.6 points below standard in Math, a gain of 17.5 points. This growth trajectory demonstrates the effectiveness of targeted academic supports and intervention strategies.

To continue this momentum, Lafayette has set multi-year DFS targets that reflect a consistent 10-point improvement annually:

By 2024–2025, the school aims to reduce the average DFS to 41.3 points below standard in ELA and 43.6 points below standard in Math.

By 2025–2026, targets are set at 31.3 points below standard in ELA and 33.6 points below standard in Math.

By 2026–2027, the school will work toward an average DFS of 21.3 points below standard in ELA and 23.6 points below standard in Math.

In addition to state accountability measures, Lafayette Elementary will also monitor local student performance using CAASPP results. In 2022–2023, 28% of students met or exceeded standards in ELA, and 23% met or exceeded standards in Math. By the end of 2023–2024, these figures had increased to 34% in ELA and 31% in Math.

The school’s local performance targets are as follows:

ELA: 40% (2024–2025), 45% (2025–2026), 50% (2026–2027)

Math: 37% (2024–2025), 43% (2025–2026), 48% (2026–2027)

These combined metrics—both Dashboard-reported DFS and CAASPP percentages—will guide continuous improvement planning, ensure equity of outcomes, and help inform data-driven instructional practices.

In addition to CAASPP results, Lafayette Elementary uses multiple local measures—including curriculum-based benchmarks, mClass assessments, and teacher-developed formative tools—to monitor student learning. These measures provide a more immediate and detailed view of student progress, especially in foundational skills like early literacy.

mClass data from the 2023–2024 school year indicates that a significant portion of students in the early grades are not yet meeting grade-level expectations in reading. The percentage of students reading at or above grade level at the end of year (EOY) benchmark was as follows:

Kindergarten: 39%

1st Grade: 55%

2nd Grade: 29%

3rd Grade: 41%

These results underscore the urgent need to strengthen early literacy instruction and interventions, particularly in 2nd and 3rd grades where the percentage of students meeting benchmarks is notably low. Lafayette Elementary is committed to addressing these foundational gaps to support long-term academic success.

To drive improvement, the school has established a goal to increase the percentage of students reading at or above grade level by at least 5% annually across all early grades (K–3). This target reflects a commitment to equitable outcomes and ensures that more students are on track for success in upper elementary and beyond.

Progress toward this goal will be monitored through ongoing mClass assessments, and results will be used to inform instruction, allocate resources for intervention, and guide professional development in early literacy best practices.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	In the 2022–2023 school year, Lafayette Elementary students scored an average of 63.7 points below standard in English Language Arts (ELA) and 71.1 points below standard in Mathematics, as measured by the California School Dashboard's Distance from Standard (DFS) metric. These figures served as the baseline for setting multi-year growth targets.	Lafayette Elementary will increase school-wide math and reading scores and by 2026–2027, the school will work toward an average DFS of 21.3 points below standard in ELA and 23.6 points below standard in Math.
mClass data collection	% of Kindergarten through 3rd Grade Learners Reading At or Above Grade-Level: Benchmark 23-24 EOY Kindergarten (39%) 1st Grade (55%) 2nd Grade (29%) 3rd Grade (41%)	Lafayette will monitor reading progress in early grades using mClass data. The percentage of Kindergarten through 3rd grade students reading at or above grade level by the end of the 2024-2025 school year is expected to be: Kindergarten: Increase from 39% to 44% 1st Grade: Increase from 55% to 60% 2nd Grade: Increase from 29% to 34% 3rd Grade: Increase from 41% to 46%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Ensure all students and staff have access to CCSS aligned curriculum and additional supplemental curriculum. Ensure that all students and staff have access to adequate school supplies and materials in order to support curriculum implementation.	All Students	10,138 Title I 4000-4999: Books And Supplies materials and supplies, including Flocabulary 600 Title I 5000-5999: Services And Other Operating Expenditures Printing Services

			44,777 Title I 4000-4999: Books And Supplies Materials - placeholder for additional funds
1.2	Provide 1.5 additional aide time for kindergarten	All students	9,664 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classroom Aides (pos 1106 = 0.1406 FTE plus extra hours)
1.3	Provide 1 additional hour of EL tech time	EL students in all grades	8,342 Title I 2000-2999: Classified Personnel Salaries EL Tech (pos 1136 = 0.125 FTE)
1.4			
1.10			
1.11			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2023–24 school year, Lafayette Elementary implemented several strategies aimed at increasing student achievement in English Language Arts and Mathematics. All students and staff had access to Common Core State Standards (CCSS)-aligned curriculum, as well as supplemental materials and school supplies to support instruction. Additional aide time in kindergarten classrooms provided consistent small-group and one-on-one instructional support, particularly in early literacy and foundational math. English Learners received increased access to instructional technology and support via EL Tech staffing, helping to reinforce academic language skills across content areas.

These supports were implemented with fidelity and contributed to measurable gains in student performance. CAASPP data reflected an overall 5% increase in the percentage of students meeting or exceeding standards in both ELA and Math. MClass benchmark assessments also showed positive movement in K–3 reading proficiency, with growth in most grade levels compared to the previous year. While progress was made, a significant portion of students remain below grade-level, indicating continued need for intervention and differentiated instruction.

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

Overall, planned strategies were implemented as intended. Budgeted expenditures aligned closely with actual spending. There were no major deviations in costs associated with instructional aide time, EL support staffing, or instructional materials. One minor adjustment involved the reallocation of a portion of supply funds to purchase additional decodable readers and small-group literacy tools based on mid-year data indicating the need for targeted early reading support. This shift supported the goal's intent and improved resource availability for teachers.

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

The overall structure of the goal will remain the same. Based on Dashboard and mClass data analysis, Lafayette will expand its use of formative assessment tools and structured data cycles to better monitor progress and adjust instruction. Strategies for 2024–25 included enhanced professional development in data-driven instruction and expanded small group time in upper elementary classrooms.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Climate

Lafayette Elementary will increase student engagement and improve school climate by:

Reducing chronic absenteeism by at least 5 percentage points schoolwide and for the identified ATSI student group (students of two or more races),

Maintaining suspension rates below 5% for all students and student subgroups, including students of two or more races.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected and engaged.

Identified Need

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

Chronic absenteeism and suspension remain areas of significant concern at Lafayette Elementary. Based on the 2023 California Dashboard, the school is identified for Additional Targeted Support and Improvement (ATSI) due to high chronic absenteeism and suspension rates for students identified as two or more races.

The overall chronic absenteeism rate for the 2023 school year was 34.7%, placing it in the Red performance level. Students identified as "two or more races" were an ATSI-identified subgroup with a rate of 46.7% chronically absent.

The overall chronic absenteeism rate for the 2024 school year was 37%, placing it in the Red performance level. Students identified as "two or more races" were an ATSI-identified subgroup with a rate of 59.9% chronically absent.

In the 2024 school year, suspension rate was also in the Red performance level for the "All Students" group and flagged specifically for the ATSI-identified subgroup of students identified as "two or more races" with a suspension rate of 12.5%.

These indicators reflect challenges in student engagement, school connectedness, and behavioral support. Addressing these areas with targeted strategies is critical to improving school climate, reducing lost instructional time, and supporting the whole child.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	34.7% of students were chronically absent in the 2022-2023 school year.	16% or less of all students will be chronically absent
California Dashboard	During the 2022-2023 school year 1.7% of students were suspended according to the California Dashboard.	Less than 1% of students suspended

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase positive school climate and engagement through Positive Behavior Interventions and Supports and Restorative Practice Implementation	All Students	7,000 Title I 4000-4999: Books And Supplies
2.2	Increase attendance clerk hours by 4 hours	All students	31,246 Title I 2000-2999: Classified Personnel Salaries Pos 318 = 0.50 FTE)
2.4	Supplemental funds and resources to support field trips	All students	4,000 Title I 5000-5999: Services And Other Operating Expenditures
2.5	Parent Involvement	All students	3140 Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2023–24 school year, Lafayette Elementary implemented a range of strategies to improve student engagement, reduce chronic absenteeism, and maintain low suspension rates. Funded supports included schoolwide Positive Behavior Interventions and Supports (PBIS), targeted Social Emotional Learning (SEL) activities, and increased classified staffing such as a Behavior Support Assistant (BSA) and a full-time clerk typist/ attendance clerk. These efforts were further strengthened through community school partnerships, including a Community Schools Liaison and a Restorative Practices Support Specialist, who provided direct student and family support, facilitated restorative circles, and built meaningful relationships with historically underrepresented families.

Although implementation was comprehensive and collaborative, the anticipated gains were not fully realized. Chronic absenteeism increased from 34.7% to 37% schoolwide, and the rate for students of two or more races (an ATSI-identified subgroup) rose significantly from 46.7% to 59.9%. Suspension rates also remained in the Red performance level, with 12.5% of students identified as two or more races suspended at least once during the school year. These outcomes reflect ongoing challenges in student engagement and family stability, despite increased adult capacity and support structures.

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

Most strategies were implemented as planned. Title I funds supported PBIS, SEL materials, and the BSA and attendance clerk positions. However, despite consistent staffing and effort, the intensity and complexity of student and family needs exceeded what was anticipated. No significant underspending occurred, but the outcomes suggest that additional resources or shifts in implementation are required to improve results.

While not funded by Title I, the Community Schools Liaison and Restorative Practices Support Specialist played critical roles in outreach, trust-building, and student regulation. Their impact, while difficult to quantify, was especially notable in qualitative feedback from students and families and will remain key to continued implementation in 2024–25.

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

While the goal itself will remain mostly unchanged and will continue to reflect an expanded and refined set of actions, particularly for the ATSI-identified subgroup.

Key items of note:

Implementing a more structured and tiered attendance intervention protocol, including earlier family contact, data-driven attendance team meetings, and personalized supports.

Increasing capacity for real-time behavioral support through a full-year allocation for the BSA position and RPSS

Expanding parent involvement efforts with deeper collaboration with the Community Schools team.

Strengthening restorative practices training and student-facing activities, leveraging the expertise of the Restorative Practices Support Specialist.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

LCAP Alignment

Lafayette Elementary will align all site goals, actions, and expenditures with the Eureka City Schools LCAP to ensure coherent, equitable, and sustainable support for student success across all state priorities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals 1,2 & 3

Identified Need

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

Lafayette Elementary must ensure alignment of school site goals, actions, and expenditures with the broader priorities identified in the Eureka City Schools LCAP. This includes improving academic outcomes, increasing parent and family engagement, reducing absenteeism, and supporting positive behavior and school climate.

In the 2022–2023 school year, Lafayette Elementary students scored an average of 63.7 points below standard in English Language Arts (ELA) and 71.1 points below standard in Mathematics, as measured by the California School Dashboard's Distance from Standard (DFS) metric. These figures served as the baseline for setting multi-year growth targets.

In 2023–2024, Lafayette made significant progress: the average DFS improved to 51.3 points below standard in ELA, a gain of 12.4 points, and 53.6 points below standard in Math, a gain of 17.5 points. This growth trajectory demonstrates the effectiveness of targeted academic supports and intervention strategies.

As a site identified for ATSI, it is especially important that Lafayette's strategies and resource allocations reflect the equity-driven goals of the LCAP and district-wide initiatives, ensuring consistency and coherence across the system. This alignment also supports fiscal responsibility and maximizes the impact of available resources.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	In the 2022–2023 school year, Lafayette Elementary students scored an average of 63.7 points below standard in English Language Arts (ELA) and 71.1 points below standard in Mathematics, as measured by the California School Dashboard's Distance from Standard (DFS) metric. These figures served as the baseline for setting multi-year growth targets.	Lafayette Elementary will increase school-wide math and reading scores and by 2026–2027, the school will work toward an average DFS of 21.3 points below standard in ELA and 23.6 points below standard in Math.
California Dashboard	34.7% of students were chronically absent in the 2022-2023 school year.	16% or less of students will be chronically absent in the 2022-2023 school year.
California Dashboard	During the 2022-2023 school year 1.7% of students were suspended according to the California Dashboard.	1% or less of students suspended

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	.5 FTE CARE Specialist	All students	66,772 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CARE (pos 781 = 0.50 FTE)
3.2	Site BSA	All students	47,131 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries BSA (pos 1047 = 0.75 FTE)
3.3	24/25 K-2 Aides	Students in K-2nd grade	46,679 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classroom aides (pos 743 = 0.5625 FTE and pos 921 = 0.25 FTE) 9,737 Title I 2000-2999: Classified Personnel Salaries Classroom aides (pos 1106 = 0.1556 FTE)

Annual Review

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

Analysis

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

Lafayette Elementary successfully aligned its site-based goals, actions, and expenditures with the priorities outlined in the Eureka City Schools Local Control and Accountability Plan (LCAP). Key strategies included funding a 0.5 FTE CARE Specialist, Behavior Support Assistant (BSA), and additional instructional aide time in K–2 classrooms. These positions supported academic achievement, social-emotional development, and positive behavior—directly mirroring LCAP goals focused on increasing proficiency in ELA and Math, supporting the whole child, and improving school climate.

These strategies contributed to notable academic progress during the 2023–24 school year. According to CAASPP results, the percentage of students meeting or exceeding standards increased from 28% to 34% in ELA and from 23% to 31% in Math, exceeding the annual target of 5% growth. These gains suggest that the academic and behavioral supports funded through the SPSA were effective and that alignment with LCAP priorities helped drive student success.

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

All strategies were implemented as planned and within budget. Title I funds were allocated to support staffing and student-facing services aligned with the LCAP, and there were no significant variances between projected and actual expenditures. Each role funded under this goal was maintained throughout the school year and contributed to consistent implementation.

Although these actions were Title I funded, the site also benefited from additional services funded outside of the SPSA, including Community Schools supports and district-level behavioral and academic interventions. These layers of support amplified the impact of site-funded strategies and strengthened goal alignment.

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

Given the positive trajectory of student performance and the effectiveness of site-aligned supports, no changes are recommended to the goal itself. The goal will remain focused on maintaining alignment with the Eureka City Schools LCAP.

However, expected outcomes for the 2024–25 school year have been updated based on 2023–24 results. New targets include increasing the percentage of students meeting or exceeding standards to 39% in ELA and 36% in Math, with continued reductions in chronic absenteeism and suspension rates.

These updated metrics and revised targets are reflected in the Annual Measurable Outcomes section. Additionally, the Strategies/Activities Table will be updated to maintain current supports while exploring expanded opportunities to integrate site and district services more deeply throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

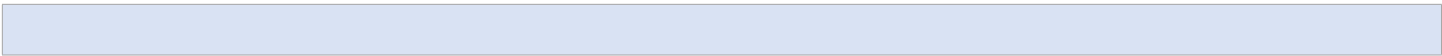
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

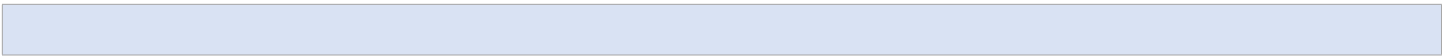
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$289,226.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$115,840.00
Title I Part A: Allocation	\$170,246.00
Title I Part A: Parent Involvement	\$3,140.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$289,226.00

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

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$289,226.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	115,840.00
Title I Part A: Allocation	170,246.00
Title I Part A: Parent Involvement	3,140.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,772.00
2000-2999: Classified Personnel Salaries	152,799.00
4000-4999: Books And Supplies	65,055.00
5000-5999: Services And Other Operating Expenditures	4,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I	49,325.00
4000-4999: Books And Supplies	Title I	61,915.00
5000-5999: Services And Other Operating Expenditures	Title I	4,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	66,772.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	103,474.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,140.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
73,521.00
45,386.00
170,319.00

School Site Council Membership

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

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

Name of Members	Role
Quincy Brownfield	Principal
Marissa Cardenas	Classroom Teacher
Brian Letts	Classroom Teacher
Destinee Benavides	Classroom Teacher
Megan Teagarden	Other School Staff
Michelle Roslosnik	Parent or Community Member
Shakira Reyes	Parent or Community Member
Lucy Robson	Parent or Community Member
Krystal Laynes	Other School Staff Parent or Community Member
Allison Marsh	Other School Staff Parent or Community Member
Emily Ayala	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 23rd, 2025.

Attested:



Principal, Quincy Brownfield on May 10th, 2024



SSC Chairperson, Destinee Benavides on May 10th, 2024

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023