



# **Lafayette Elementary**

School Plan for Student Achievement  
2025-2026

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

**Needs Assessment-**

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement-**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/chief-academic-office/state-and-federal-programs/state-and-federal-required-plans>

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

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

**Goal 1: Reading: Proficiency**

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

**Goal 2: Reading: Acceleration**

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

**Goal 3: Algebra Proficiency**

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

**Goal 4: College & Career Readiness**

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

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

**Past DCAC Recommendations:**

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Past DELAC Recommendations:**

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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

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

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

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

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

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.  
California Education Code § 11503; 20 U.S.C. § 6318

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

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

# Comprehensive Needs Assessment: English-Language Arts

## ELA Findings

Percentage of Lafayette students Meeting and Exceeding on the 2024-25 SBAC ELA with the percentage change (+/-) from the 2023-24 SBAC ELA- Overall: 37% (-1%) vs. District: 50%; Gr. 3: 32% (-8%) vs. District: 47%; Gr. 4: 37% (+4%) vs. District: 49%; Gr. 5: 43% (+3%) vs. District: 54%; African American: 33% (-5%) vs. District: 34%; EL+RFEP: 23% (-8%) vs. District: 34%; SWD.:13% (-1%) vs. District: 21%

Percentage of Lafayette students Grade Level or Above on the Fall 2025 i-Ready Reading with the percentage change (+/-) from the Fall 2024 i-Ready Reading Overall: 19% (-3%) vs. District: 29%; Gr. 1: 7% (-4%) vs. District: 14%; Gr. 2: 17% (-11%) vs. District: 26%; Gr. 3: 33% (-1%) vs. District: 40%; Gr. 4: 17% (-6%) vs. District: 29%; Gr. 5: 20% (-%) vs. District: 30%; African American: 13% (-3%) vs. District: 19%; EL+RFEP: 12% (-2%) vs. District: 14%

## ELA Goals

With our literacy work in foundational literacy, through use of the DDR in K-2 and DLAR in Gr. 3-5, and explicit BKL, through science content instruction during the language arts block in K-5:

All Lafayette students will achieve at least one year of academic growth in literacy by June 2026.56% of Gr. 3-5 Lafayette students will score Met/Exceeded on 2026 SBAC. 18% of SWD students will score Met/Exceed on 2026 SBAC. 81% of students in Grades K-2 will meet or exceed on the Spring foundational reading skills assessment by June 2026.74% of students in Grade 3 will meet or exceed on the Spring fluency assessment by June 2026.57% of students in Grades 1-3 will be on or above grade Level on i-Ready Reading Diagnostic 3 assessment by March 2026.The percentage of students in Grades 4-5 scoring at the Not Met achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from to 36% in June 2026.24% of students in Grades 4-5 who were Not Met achievement level on the prior year SBAC ELA will meet their stretch growth target on i-Ready Reading by March 2026.36% of students in Grades 4-5 who were Not Met achievement level on the prior year SBAC ELA will meet or exceed on the fluency assessment by June 2026.

The site leadership team, consisting of administration, IIC, Literacy Lead, and ILT reps will monitor progress and make needed adjustments on a quarterly basis.

# Comprehensive Needs Assessment: Mathematics

## Math Findings

Percentage of Lafayette students Meeting and Exceeding on the 2024-25 SBAC Math with the percentage change (+/-) from the 2023-24 SBAC Math- Overall: 41% (+5%) vs. District: 45%; Gr. 3: 45% (+5%) vs. District: 49%; Gr. 4: 39% (-2%) vs. District: 45%; Gr. 5: 40% (+14%) vs. District: 40%; African American: 25% (+1%) vs. District: 28%; EL + RFEP: 30% (-1%) vs. District: 31%; SWD.: 21% (+1%) vs. District: 22%

Percentage of Lafayette students Grade Level or Above on the Fall 2025 i-Ready Math with the percentage change (+/-) from the Fall 2024 i-Ready Math Overall: 12% (+3%) vs. District: 15%; Gr. 1: 2% (-3%) vs. District: 6%; Gr. 2: 6% (-3%) vs. District: 9%; Gr. 3: 7% (-%) vs. District: 11%; Gr. 4: 14% (-5%) vs. District: 20%; Gr. 5: 20% (-1%) vs. District: 26%; African American: 8% (-%) vs. District: 7%; EL+RFEP: 5% (-1%) vs. District: 7%

## Math Goals

With our math work utilizing K-5 daily number sense routines and the 3-part lesson design in Gr. 2-5:

All LBUSD students will achieve at least one year of academic growth in math by June 2026. 50% of Lafayette students will score Met/Exceeded on 2026 SBAC. By the end of June 2025, Math proficiency scores for all students and grades will increase on the SBAC by 7%. Our African American and RFEP subgroup will increase proficiency by 10%. 26% of SWD students will score Met/Exceed on 2026 SBAC. By the end of March 2026, i-Ready Math Grade Level or Above percentages will meet or exceed all grade level averages for LBUSD. Our African American and EL+RFEP subgroups will meet or exceed i-Ready Math subgroup averages for LBUSD.

The site leadership team, consisting of administration, IIC, Math Lead, and ILT reps will monitor progress and make needed adjustments on a quarterly basis.

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

Percentage of EL+RFEP Lafayette students Meeting and Exceeding on the 2024-25 SBAC with the percentage change (+/-) from the 2023-24 SBAC ELA and Math: ELA EL + RFEP: 23% (-8%) vs. District: 34%; Math and EL + RFEP: 30% (-1%) vs. District: 31% Percentage of EL RFEP Lafayette students Grade Level or Above on the Fall 2025 i-Ready Reading and Math- ELA EL+RFEP: 12% vs. District: 14%; Math EL+RFEP: 5% vs. District: 7% Percentage of Lafayette EL students that made progress on the June, 2024 ELPI- 65% vs. District: 46%.

## English Learner Goals

Along with 30 minutes of daily designated ELD, DDR in K-2, DLAR in Gr. 3-5, and BKLV, through science content instruction during language arts in K-5:

75% percent or more English Learners will make progress toward English language proficiency, as determined by the ELPI by June, 2026.56% of Gr. 3-5 EL +RFEP Lafayette students will score Met/Exceeded on 2026 SBAC.By the end of March 2026, i-Ready Grade Level or Above for EL+RFEP subgroups will will meet or exceed LBUSD EL+RFEP i-Ready Reading averages.

The site leadership team, consisting of administration, IIC, Literacy Lead, and ILT reps will monitor progress and make needed adjustments on a quarterly basis.

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

Attendance 2024-25: Overall: 92.2% (+.1%); TK-89.9% (+1.3%); K-90.1% (-.4%); Gr. 1- 91.6% (-.3%); Gr. 2- 93.4% (+.6%); Gr. 3- 92.8% (-.3%); Gr. 4- 92.7% (-); Gr. 5- 92.7% (+.5%); African-American- 91.4% (-1.1%)Chronic Absenteeism 2024-25: Overall: 27.2% (+.5%); Hispanic-26.5% (+.6%); African-American- 35.1% (+5.6%); Homeless- 57.1% (+15.7%); Sp.Ed.- 31.3% (-8.1%)

Suspension 2024-25: Overall: 2.1% (+.4%); Hispanic- .9% (-.7%); African-American- 11.3% (+9.6%); Homeless- 4.3% (+2.6%)

Student Spring Pulse Survey (2024): Identity- 78% vs. District 82%; Agency- 74% vs. District 81%; Belonging- 73% vs. District 79%

**Culture/Climate Goals**

With our K-5 SEL work through Harmony, which includes Harmony Goals, lessons, Meet-Up’s/Buddy-Up’s, and the use of the Care Zone for counseling groups and alternate lunch activities; and attendance initiatives such as incentives (highest class/improved) and the monitoring, tracking, and goal-setting of individual absentee rates with students and families”

- By the end of June, 2026- Lafayette Identity, Agency, and Belonging will increase by 5%
- By the end of June, 2026- Lafayette will demonstrate overall and subgroup daily attendance rates higher and chronic absenteeism rates lower than the District averages.
- By the end of June, 2026- Lafayette will demonstrate overall and subgroup suspension rates lower than the District averages
- By the end of June, 2026- Lafayette will demonstrate suspension rates with our Homeless and African-American subgroups lower than the District averages for these same sub-groups
- By the end of June 2026- Lafayette will demonstrate chronic absenteeism rates with our Homeless, SWD, and African-American subgroups lower than the District averages for these same sub-groups

The site leadership team, consisting of administration, counselor, IIC, will monitor progress and make needed adjustments on a bi-monthly basis through MTSS meetings.

**Comprehensive Needs Assessment: SPSA Effectiveness**

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With teachers receiving professional development for Foundational Reading Skills, knowledge, vocabulary, and language, and regular	Goal Partially or Not Met	Student achievement results were impacted by the effects of school closures due to the Covid pandemic in 2020 through 2021. In addition, throughout the 2021-22 school	Grade level release time was successful with K-2. Lafayette will look to continue this practice as part of Lafayette's PD schedule, while adding Gr. 3-5 language arts instruction (FRS and BKVL) to our professional development focus. RSP

opportunities for release time to meet collaboratively with their grade level,

All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025.

44% of Lafayette students will score Met/Exceeded on 2025 SBAC, up from 38% in 2024.

Students With Disabilities will score Met/Exceeded on 2025, up from 14% in 2024.

By the end of June 2025, ELA proficiency scores for all students and grades will increase on the SBAC by 6%. Our African American and RFEP subgroup will increase proficiency by 10%.

By the end of March 2025, i-Ready Reading Grade level or Above percentages will double for all grade levels from Diagnostic 1 placement levels. Our African American and RFEP subgroup will double i-Ready Reading Grade level or Above from Diagnostic 1 placement.

year, students were still missing instructional minutes because of Covid-related protocols related to illness.

Release time last year was successful in helping our teachers become better with planning and data analysis to enhance our language arts instruction (K-2 FRS and BKVL).

teacher will continue to attend related professional development opportunities provided by LBUSD and Lafayette in order to support Sp.Ed. students on caseload.

	Progress monitoring will be conducted at least 4 times during teacher planning and grade level planning release days.			
Math	<p>1) With teachers receiving professional development and Tier 1 support from the Math Lead,</p> <p>All LBUSD students will achieve at least one year of academic growth in math by June 2025.</p> <p>43% of Lafayette students will score Met/Exceeded on 2025 SBAC, up from 36% in 2024.</p> <p>29% of Lafayette Students with Disabilities will score Math/Exceeded on 2025 SBAC, up from 19% in 2024.</p> <p>By the end of June 2025, Math proficiency scores for all students and grades will increase on the SBAC by 7%. Our African American and RFEP subgroup will increase proficiency by 10%.</p> <p>By the end of March 2025, i-Ready Math Grade Level or Above percentages will double for all grade levels from Diagnostic 1 placement levels.</p>	Goal Partially or Not Met	Student achievement results were impacted by the effects of school closures due to the Covid pandemic in 2020 through 2021. In addition, throughout the 2021-22 school year, students were still missing instructional minutes because of Covid-related protocols related to illness. Release time last year was successful in helping our teachers become better with planning and data analysis to enhance our language arts and math instruction.	<p>Grade level release time was successful. We will look to continue this practice as part of Lafayette's PD schedule. RSP teacher will continue to attend related professional development opportunities provided by LBUSD and Lafayette in order to support Sp.Ed. students on caseload.</p> <p>Math coach was added for 2025-26 to support professional development, coaching, and feedback.</p>

	<p>Our African American and RFEP subgroup will double i-Ready Math Grade Level or Above from Diagnostic 1 placement.</p> <p>Progress monitoring will be conducted at least 4 times during teaching planning and grade level release days.</p>			
English Learner	<p>1) With teachers receiving professional development on EL support and language proficiency,</p> <p>75% percent or more English Learners will make progress toward English language proficiency, as determined by the ELPI by June, 2025.</p> <p>By the end of June 2025, SBAC scores for RFEP students will increase on the SBAC by 10%.</p> <p>By the end of March 2025, i-Ready Grade Level or Above for RFEP subgroup will increase Reading by 10% and Math by 20% from Fall 2024.</p> <p>Progress monitoring will be conducted at least 4 times during teacher planning and grade level release days.</p>	Goal Partially or Not Met	<p>Student achievement results were impacted by the effects of school closures due to the Covid pandemic in 2020 through 2021. In addition, throughout the 2021-22 school year, students were still missing instructional minutes because of Covid-related protocols related to illness.</p> <p>Release time last year was successful in helping our teachers become better with planning and data analysis to enhance our language arts and math instruction with a focus on our EL subgroup.</p>	<p>Grade level release time was successful. We will look to continue this practice as part of Lafayette's PD schedule, while adding K-5 FRS and BKVL to our school's language arts focus with attention paid to our EL subgroup.</p>

<p>Culture/Climate</p>	<p>1) Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students.</p> <p>By the end of June, 2025- Lafayette Identity, Agency, and Belonging will increase by 5%</p> <p>By the end of June 2025, Lafayette Identity, Agency, and Belonging with our African American subgroup will increase by 7%.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (African American) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (Homeless Youth) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>Progress monitoring will be</p>	<p>Goal Partially or Not Met</p>	<p>Student SEL outcomes were impacted by the effects of school closures due to the Covid pandemic in 2020 through 2021. In addition, throughout the 2021-22 school year, students were still missing instructional minutes because of Covid-related protocols related to illness. SEL: Agreements, Harmony Lessons, Meet-up's, Wellness Lessons supported social-emotional regulation. Attendance protocols and outreach by Lafayette office and counselor supported overall attendance and chronic absenteeism.</p>	<p>School will look to continue with 2024-25 initiatives for in-person service. Counselor has implemented protocols that put student families experiencing homelessness in touch with community and school supports and resources.</p>
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conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys.			
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**Program Impact**

<b>Program</b>	<b>ELA Impact</b>	<b>Math Impact</b>	<b>EL Impact</b>	<b>Climate Impact</b>
TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with “at home resources” for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities;</p> <p>Support the school’s efforts to operationalize the Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas; Oversee the school-wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization the Transformative Social Emotional competencies; Support teachers in Support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data related to the efficacy of those programs and provide staff training as needed; Coordinate the school’s tiered support systems with administration; Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and student/achievement success</p> <p>Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIP’s to support the school; Supports in parent surveys; Garner resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs (IN 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community Counseling, Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectiveness to the school community. However, to monitor state education code, the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques. (IN 1)</p>	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
<p>Provide opportunities for families to engage with Lafayette through the co-planning and implementation of school sponsored events held during the school day or beyond school hours. This would include funding for related materials, supplies, and additional hourly for staff members to facilitate these events (PI 1)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
<p>Provide opportunities for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development (PD 2)</p>	Strong Positive Impact	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)
<p>Recreation aides to provide supervision and safety on the playground (IN 3)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

## Core Program - English Language Arts

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

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

## Core Program - Writing

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

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

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Supporting the literacy development of all students and key subgroups (AA and EL) SBAC ELA 50, Elementary Reading - FRSA 50	GRR materials related to UFLI teacher guides, trays, letters, etc. Duplicating costs associated with letter/soudn charts and resources for classroom use. Science and social studies related materials to enhance content area instuction fro building knowledge, language and vocabulary in the TK-5 classroom.	All Students	LCFF \$15,000 Materials - LCFF 100%	07/01/2025 - 06/30/2026 Daily	Principal IIC Literacy Specialists	Principal IIC SBAC ELA 50, Elementary Reading - FRSA 50
Increased sense of belonging through engagement in the arts Other 100	As part of Prop. 28, students will receive VAPA lessons during the week for art and dance	All Students	Prop 28 \$144,134 Teacher - Elementary .4 FTE - Prop 28 100% Teacher - Elementary .4 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Weekly	VAPA Art Teacher VAPA Dance Teacher	Students Other 100
Targeted students with	In conjunction with	Identified At-Risk	Title 1 \$93,588	07/01/2025 -	Counselor	Monthly case

<p>non-academic barriers to success identified through the SST process Support for the families of those identified at risk Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20</p>	<p>admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community Counseling,</p>	<p>Students, Targeted Parents</p>	<p>Counselor .5 FTE - Title 1 100%</p>	<p>06/30/2026 Daily</p>	<p>management meetings; Bi-weekly MTSS;Principal will hold regular meetings for progress updates Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20</p>
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Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectiveness to the school community. However, to monitor state education code,

	the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques.					
Increasing family engagement and community partnerships Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20, Other 20	Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to	All Parents, Targeted Parents	Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%	07/01/2025 - 06/30/2026 Daily	SEL Coach	Principal Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, SEL Survey 20, Other 20

identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with “at home resources” for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities; Support the school’s efforts to operationalize the Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas;

Oversee the school-wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization the Transformative Social Emotional competencies; Support teachers in Support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data related to the efficacy of those programs and provide staff training as needed; Coordinate the school's tiered support systems with administration; Address academic and chronic behavior concerns by meeting

with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and student/achievement success Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with

families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIPs™ to support the school; Supports in parent surveys; Garners resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as

necessary at parent events; Coordinate before and after school enrichment activities and programs					
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Lafayette hosts a welcoming event before the first day of school, giving families, especially those new to the school, an opportunity to meet their child's teacher and see their classroom. Dual Immersion site visits are offered to prospective families	The counselors and the Parent and Community Facilitator support families by providing ongoing information about the Middle and K-8 School of Choice process. This includes details on the MSK8 Choice Fair kickoff at Cabrillo High School, Parent University virtual workshops, middle school site visits, Q&A meetings, and assistance with ParentVUE access and navigation.	

## Accountability Measure 2: Organizational Climate

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

No supplemental budgeted items have been approved.

### Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Classroom teachers need opportunities to collectively plan instruction and review data SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, SEL Survey 20, Other 20	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.	LCFF \$37,741 Substitute teacher full day ( 31 ) for 3 days - LCFF 100% Teacher Hourly Extra Comp ( 20 ) for 6 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Other	IIC Literacy Lead Math Lead Literacy Specialists Classroom teachers	Principal IIC Literacy Lead Math Lead

### Describe Teacher Involvement

### Accountability Measure 4: Parent & Community

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Capacity building of families to support student achievement Culture-Climate Survey (Parent)  50, Other 50	Provide opportunities for families to engage with Lafayette through the co-planning and implementation of school sponsored events held during the school day or beyond school hours. This would include funding for related materials, supplies, and additional hourly for staff members to facilitate these events	Par Inv \$4,915 Teacher Hourly Extra Comp ( 10 ) for 3 hours annually - Par Inv 100% Materials - Par Inv 100%	07/01/2025 - 06/30/2026 Other	Staff	Principal

### School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	\$225,562
Title I Parent and Family Involvement (3008)	\$6,874

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology  Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$98,280

\* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

### **Midyear Adjustments**

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

### **Title I Reservations**

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

### **Administrative Share & Reservations Title I Program Administration**

**Parent Involvement** (additional funds beyond the required 1%)

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

### **Homeless Education**

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

### **Research/TISB LROIX Development**

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

### **Program Administration and Personnel to provide leadership:**

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

### **Centralized Services and Assistance to Schools**

**Counselors**

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

**Literacy Teachers**

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

**Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

**Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Children and Family Services

**Data Day**

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

**Technology**

One-time supplemental technology devices and support to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	David Komatz	06-11-2027
Staff	Classroom Teacher	Daniela Vazquez	06-11-2026
Staff	Classroom Teacher	Kelly Borchardt	06-10-2027
Staff	Classroom Teacher	Yurrika Salazar	06-10-2027
Staff	Other School Personnel	Sandra Garcia	06-10-2027
Community	Parent/Community Member	████████ White	06-11-2026
Community	Parent/Community Member	████████ Zamorano	06-11-2026
Community	Parent/Community Member	████████ Prescotte	06-10-2027
Community	Parent/Community Member	████████ Sanchez	06-10-2027
Community	Parent/Community Member	████████ Villegas	06-10-2027

## English Learner Advisory Committee Membership

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

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

Name	Representing
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## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/20/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	The committee recommends that Lafayette strengthen communication with parents about the students who will receive attendance awards and that this information be shared on Lafayette's social media.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/10/2025
6. What was SSC's response to ELAC recommendations?	At the end of the semester, Lafayette students will be recognized at the Wonderful Wednesday assembly for maintaining 97% or higher attendance or improving their attendance by 20% or more. Students with severe chronic absences will also be honored with a certificate and prize when they show significant improvement. Teachers will be asked to provide group photos to share on social media.



## Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 12/10/2025
2. SSC approved the **Home-School Compact** on 11/19/2025
3. SSC approved the **Parent Involvement Guidelines** on 11/19/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/16/2025, 09/19/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 12/10/2025
6. The SPSA was approved at its meeting on 12/17/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Acronym and Terms**

for School Site Councils and English Learner Advisory Committees

- AM 1-4 Accountability Measures 1 - 4:** components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.
- CAASPP California Assessment of Student Performance and Progress:** state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.
- Categorical Funds:** financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.
- CCSS Common Core State Standards:** Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”
- CDE California Department of Education:** state agency responsible for overseeing “the state's diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].
- CIE Continuous Improvement Expenditure Plan:** District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].
- DCAC District Community Advisory Committee:** parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.
- DELAC District English Learner Advisory Committee:** Parents of English Learners participate in district meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

**EL/ELL English Language Learner:** a student with a primary language other than English

**ELA English Language Arts:** basically reading and writing

**ELAC English Learner Advisory Committee:** In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

**ELOP Expanded Learning Opportunities Program:** California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

**ELPAC English Language Proficiency Assessments for California:** language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

**EONA Educational Opportunities for Native Americans:** program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

**ESSA Every Student Succeeds Act:** The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The... law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

**FEP Fluent English Proficient:** a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

**FINSYS:** LBUSD’s Financial System

**FPM Federal Program Monitoring:** School districts that receive funding for certain programs may be chosen for a review by the state. The review’s purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

**FRSA Foundational Reading Skills Assessment:** district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

**IEP Individual Education Plan:** an individualized plan for students qualifying for Special Education Services

**LCAP Local Control Accountability Plan:** “The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.”

**LCFF Local Control Funding Formula:** “hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.” This model began in 2013-2014.

**LEA Local Educational Agency:** this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

**MTSS Multi-Tiered System of Support:** an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

**NGSS Next Generation Science Standards:** adopted by the State of CA in September 2014, these standards are created around a set of performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

**PD Professional Development:** learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

**PTA Parent-Teacher Association:** a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

**RTI Response to Intervention** (or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the

classroom between the teacher and parents.

**SBAC Smarter Balanced Assessment System:** computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

**SEL Social-emotional learning:** “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>. ]

**SFP State & Federal Programs Office:** oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

**SPSA School Plan for Student Achievement:** “A plan of action to improve student academic performance by coordinating all educational services and resources.”

**SPV Sankofa Parent Village:** community of care and support for Parents and Caregivers of Black children

**SSC School Site Council:** the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

**SST Student Success Team:** a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student’s progress and needs.

**TDRs Time Distribution Reports:** documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position’s funding percentage.

**Title I** is a section of the ESEA (or ESSA) that “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

**Title III** is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

**TOSA Teacher on Special Assignment:** can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

*Subject to change and updates*

## **Acrónimo y términos**

para los consejos escolares y los comités asesores de estudiantes de inglés

**AM 1-4 Medidas de Responsabilidad 1 - 4:** componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

**CAASPP Evaluación de California del rendimiento y progreso estudiantil:** sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

**Fondos categóricos:** apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

**CCSS - Estándares Estatales Básicos Comunes:** Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente.

"Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

**CDE Departamento de Educación de California:** agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

**CIE - Plan de gastos de mejora continua:** herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es

necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

**DCAC - Comité Asesor Comunitario del Distrito:** comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

**DELAC - Comité Asesor de Estudiantes de Inglés del Distrito:** Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos para estudiantes de inglés.

**EL/ELL Estudiante del idioma inglés:** un estudiante con un idioma principal distinto del inglés.

**ELA Artes del lenguaje inglés:** básicamente lectura y escritura

**ELAC - Comité Asesor de Estudiantes de Inglés:** En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

**ELOP - Programa de Oportunidades de Aprendizaje Ampliadas:** Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

**ELPAC - Evaluaciones de dominio del idioma inglés para California:** evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

**EONA Oportunidades Educativas para Nativos Americanos:** programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

**ESSA - Cada Estudiante Triunfa:** La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad

de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

**FEP Competente en inglés con fluidez:** una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

**FINSYS:** Sistema financiero LBUSD

**FPM - Monitoreo del programa federal :** los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

**FRSA - Evaluación de habilidades de lectura fundamentales:** evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

**IEP - Plan de educación individual:** un plan individualizado para estudiantes que califican para servicios de educación especial

**LCAP - Plan de Responsabilidad de Control Local:** “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

**LCFF - Fórmula de financiación de control local:** “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

**LEA - Agencia educativa local:** este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

**MTSS - Sistema de apoyo de múltiples niveles:** un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

**NGSS - Estándares científicos de próxima generación:** adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

**PD - Desarrollo profesional:** actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

**PTA - Asociación de Padres y Maestros:** un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

**RTI - Respuesta a la intervención** (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

**SBAC - Sistema de evaluación Smarter Balanced:** pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

**SEL - Aprendizaje socioemocional:** “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>. ]

**SFP - Oficina de Programas Estatales y Federales:** supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

**SPSA - Plan Escolar para el Rendimiento Estudiantil:** “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

**SPV - Sankofa Parent Village:** comunidad de cuidado y apoyo para padres y cuidadores de niños negros

**SSC - Consejo Escolar:** el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean

con los requisitos publicados por el Departamento de Educación de California.

**SST - Equipo de éxito estudiantil:** un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

**TDR - Informes de Distribución de Tiempo:** documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

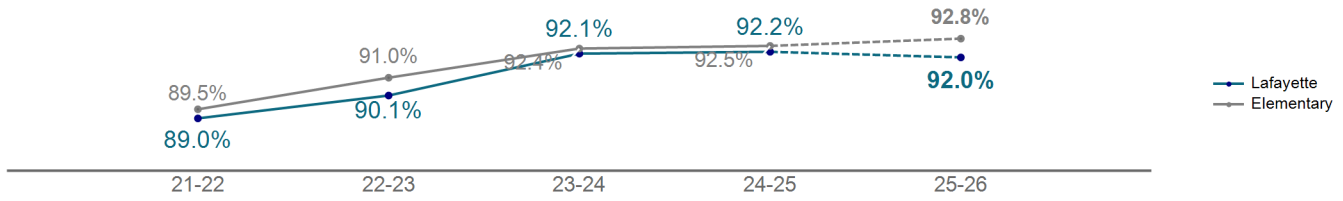
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

**TOSA - Maestro en Asignación Especial:** puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

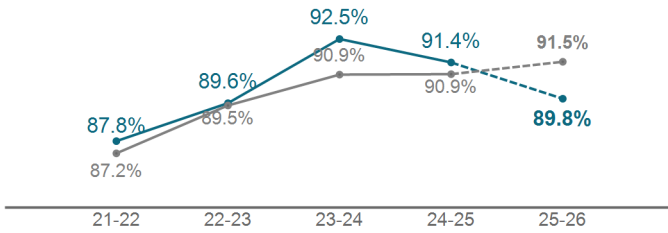
*Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.*

# Attendance Rate

Lafayette  
All Students  
N = 819



African American  
N = 99



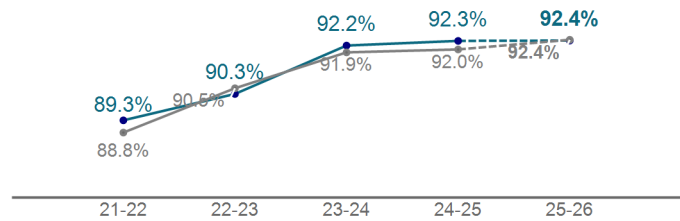
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic  
N = 645



Pacific Islander

Subgroup with fewer than 20 students.

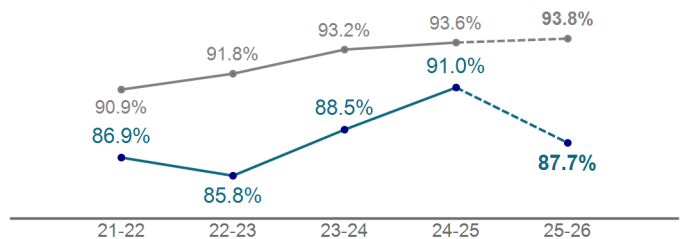
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

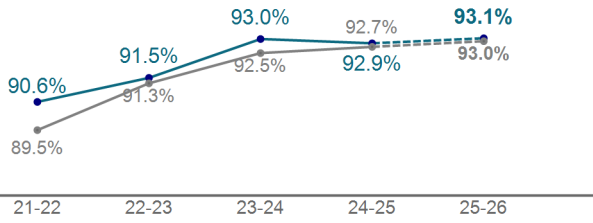
Other  
N = 31



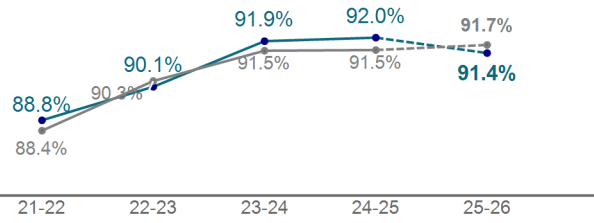
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Attendance Rate

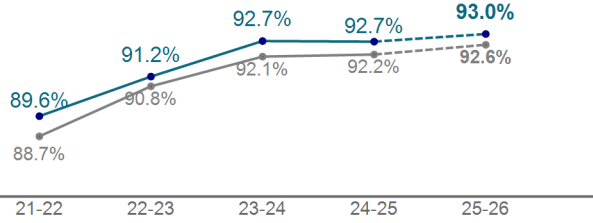
**EL + RFEP**  
N = 251



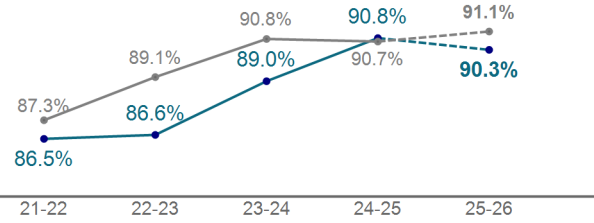
**Low SES**  
N = 629



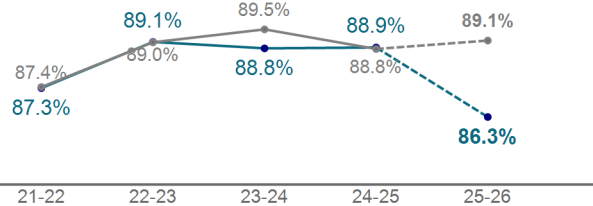
**English Learner**  
N = 186



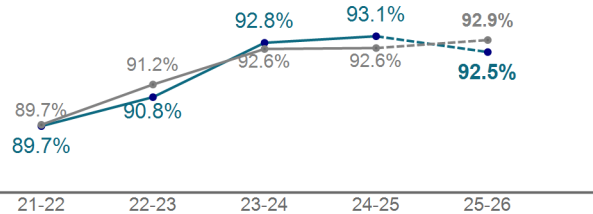
**Special Education**  
N = 75



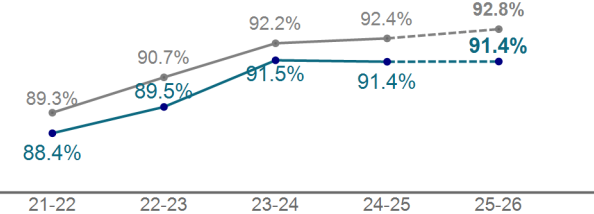
**Homeless or Foster Youth**  
N = 53



**Female**  
N = 410



**Male**  
N = 408



N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Chronic Absence by Attendance Bands School Data by Subgroup Lafayette 2024-2025

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

Category	# Students	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
All Students	883	883	7	20	17	20	35	27.2%	26.7%	44.2%	24.3%	
Grade	Gr. TK	24	13	38	8	29	13	50.0%	28.0%	58.3%	37.5%	
	Gr. K	127	15	21	19	19	26	36.2%	36.6%	55.1%	30.6%	
	Gr. 01	134	8	22	14	22	34	30.6%	27.9%	44.8%	25.7%	
	Gr. 02	140	2	18	21	19	40	20.0%	24.2%	40.7%	21.3%	
	Gr. 03	156	3	22	15	24	37	25.0%	21.4%	39.7%	22.2%	
	Gr. 04	151	7	15	17	21	40	21.9%	25.7%	38.4%	20.7%	
	Gr. 05	151	6	21	19	16	38	27.2%	25.7%	45.7%	20.5%	
Ethnicity	African American	111	9	26	15	15	34	35.1%	29.5%	50.5%	33.8%	
	American Indian	1	100					100.0%	100.0%	100.0%	28.6%	
	Asian	15	13	20	13	33	20	33.3%	36.4%	46.7%	14.8%	
	Cambodian	17	41		12	35	12	41.2%	43.8%	52.9%	16.1%	
	Filipino	10			10	20	70	0.0%	9.1%	10.0%	13.2%	
	Hispanic	695	6	20	18	20	35	26.5%	25.9%	44.5%	26.7%	
	Pacific Islander	3			33	67		0.0%	33.3%	33.3%	35.1%	
	White	13			8	8	38	46	15.4%	12.5%	15.4%	11.4%
	Other	35	14	11	11	26	37	25.7%	43.3%	37.1%	18.0%	
Gender	Female	429	5	18	15	21	41	23.1%	22.5%	38.5%	23.6%	
	Male	453	9	22	19	20	30	31.1%	30.7%	49.7%	24.9%	
	Nonbinary	1						100	0.0%	100.0%	0.0%	12.5%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Lafayette 2024-2025

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

Special Populations	Subgroup	Total	Attendance Bands					Severely Chronic	Moderately Chronic	At Risk Chronic	Strong Attendance
	Low SES	688	7	22	18	20	34	28.5%	29.4%	46.2%	29.5%
	ELL	214	5	21	18	24	31	26.6%	22.4%	44.9%	26.7%
	RFEP	79	3	23	11	16	47	25.3%	11.9%	36.7%	13.6%
	EL + RFEP	293	4	22	16	22	35	26.3%	21.0%	42.7%	23.6%
	Special Ed.	83	11	20	23	22	24	31.3%	39.4%	54.2%	32.9%
	Spec Ed. Speech/RSP	48	8	21	23	23	25	29.2%	34.3%	52.1%	26.4%
	Homeless/Foster	57	11	42	18	21	9	52.6%	41.4%	70.2%	42.6%
	Foster	15	40	33	20	7		40.0%	41.7%	73.3%	37.8%
	Homeless	42	14	43	12	21	10	57.1%	41.4%	69.0%	43.6%
GATE/Excel	111	4	8	15	23	50	11.7%	13.3%	27.0%	10.5%	

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

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# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

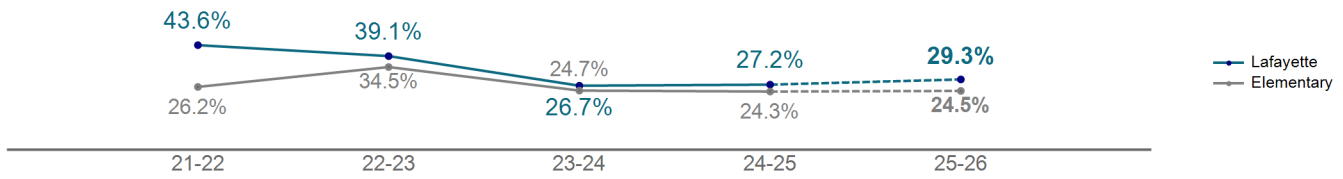
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

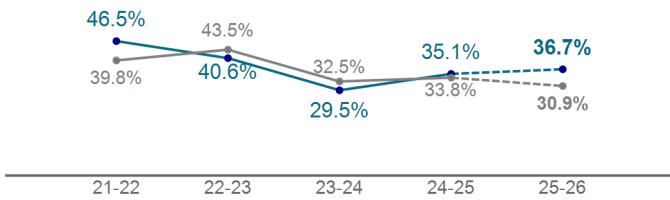
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

Lafayette  
All Students  
N = 811



African American  
N = 98



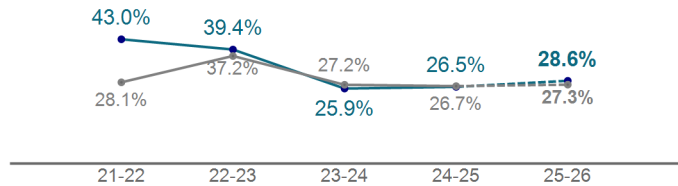
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic  
N = 640



Pacific Islander

Subgroup with fewer than 20 students.

White

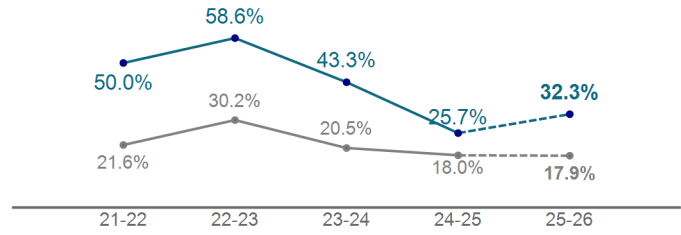
Subgroup with fewer than 20 students.

N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

**Native American**  
Subgroup with fewer than 20 students.

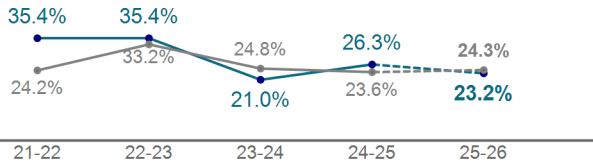
**Other**  
N = 31



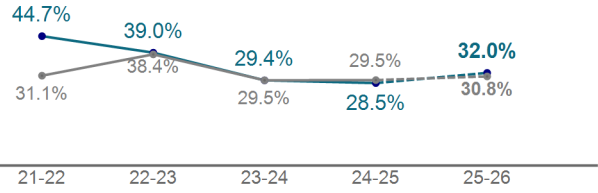
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

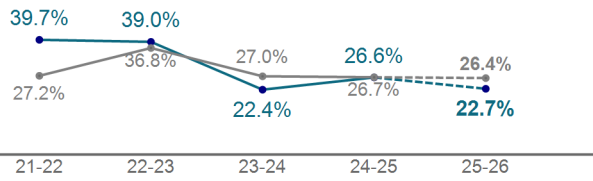
**EL + RFEP**  
N = 250



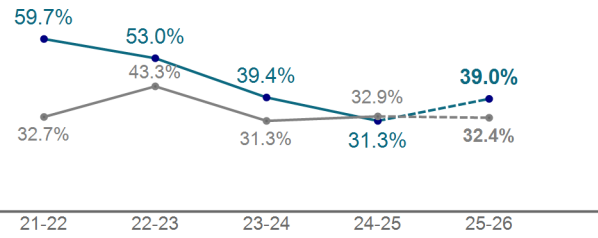
**Low SES**  
N = 634



**English Learner**  
N = 185



**Special Education**  
N = 77



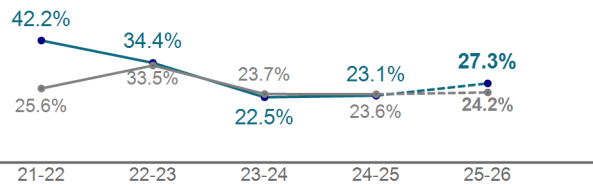
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

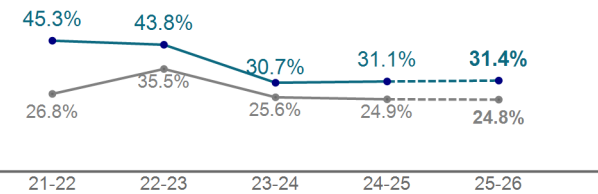
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 406



**Male**  
N = 404



N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

Lafayette

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
All Students	430	430	63%	39	23	19	18	37%	↓1		↑5	
	All Elementary		50%	29	21	24	26	50%	↑2		↑5	
	District		48%	27	22	28	24	52%	↑2		↑4	
Grade	Gr. 03	145	68%	40	28	12	19	32%	↓8		-	
		All Elementary		53%	31	22	21	27	47%	↑-		-
		District		52%	30	22	21	27	48%	↑1		-
	Gr. 04	142	63%	43	20	18	20	37%	↑4		↓1	
		All Elementary		51%	31	20	22	27	49%	↑1		↑3
		District		51%	31	19	22	27	49%	↑1		↑2
	Gr. 05	143	57%	35	22	27	15	43%	↑3		↑13	
		All Elementary		46%	26	20	29	25	54%	↑4		↑8
		District		45%	26	19	29	26	55%	↑4		↑8
Ethnicity	Hispanic	346	64%	40	25	18	18	36%	↓1		↑4	
		All Elementary		57%	34	23	24	20	43%	↑2		↑6
		District		55%	31	24	27	18	45%	↑2		↑4
	African American	52	67%	44	23	29	4	33%	↓2		↑18	
		All Elementary		66%	41	25	19	15	34%	↑1		↑5
		District		64%	38	25	23	13	36%	↑2		↑3
	Other	15*	53%	47	7	7	40	47%	↓13		-	
		All Elementary		31%	17	15	26	43	69%	↑1		↑3
		District		31%	16	16	29	40	69%	↑1		↑2
	Cambodian	10*	60%	50	10	10	30	40%	↓43		-	
		All Elementary		37%	20	18	26	37	63%	↑1		↑7
		District		36%	16	19	32	33	64%	↑1		↑4

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

Lafayette

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Filipino	5*	20%	20	20	60	80%	↓3		-	
		All Elementary	27%	16	12	25	48	73%	↑-		↑4
		District	25%	9	16	30	45	75%	↑2		↑3
	Asian	5*	20%	20	60	20	80%	↑20		-	
		All Elementary	33%	17	16	26	41	67%	↑2		↑7
		District	30%	14	16	31	39	70%	↑3		↑5
	White	4*	25%	25	25	50	75%	-		-	
		All Elementary	22%	10	12	27	51	78%	↑1		↑3
		District	23%	10	13	31	46	77%	↑3		↑2
	Pacific Islander	2*	50%	50	50	50	50%	↑50		-	
		All Elementary	59%	31	28	27	14	41%	↑7		↑8
		District	55%	30	26	35	10	45%	↑2		↑6
American Indian	1*	0%			100	100%	-		-		
	All Elementary	41%	27	14	32	27	59%	↑14		↑14	
	District	44%	30	14	30	26	56%	↑2		↑10	
Gender	Female	206	64%	37	27	20	16	36%	↓4		↑3
		All Elementary	47%	27	21	25	28	53%	↑1		↑4
		District	44%	23	21	30	26	56%	↑2		↑3
	Male	224	62%	42	20	18	20	38%	↑3		↑7
		All Elementary	52%	31	21	23	25	48%	↑3		↑7
		District	52%	31	22	26	22	48%	↑3		↑4
Nonbinary	All Elementary*	50%	33	17	33	17	50%	↑50		-	
	District	33%	15	17	39	28	67%	↑14		↑10	
Special Populations	EL + RFEP	132	77%	53	24	11	12	23%	↓9		-

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# SBAC ELA 2025 :: School Data by Subgroup

## Lafayette

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	All Elementary	67%	44	23	19	15	33%	↓-		↑6
		District	62%	37	25	25	13	38%	↑1		↑5
	ELL	82	98%	78	20	2		2%	↓17		↓4
		All Elementary	87%	63	23	11	3	13%	↓6		↑5
		District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	50	44%	12	32	24	32	56%	↓16		↑5
		All Elementary	29%	7	22	35	37	71%	↓5		↑9
		District	38%	13	26	38	23	62%	↑3		↑5
	Foster	6*	100%	83	17			0%	-		-
		All Elementary	70%	53	18	21	9	30%	↑10		↑13
		District	71%	51	20	21	8	29%	↑6		↑8
	GATE/Excel	88	16%	5	11	30	55	84%	↓1		↑8
		All Elementary	7%	16	26	67	93%	↑2		↑2	
		District	10%	2	8	31	59	90%	↑2		↑1
	Homeless	20	80%	45	35	10	10	20%	↓10		-
		All Elementary	71%	50	21	18	11	29%	↓2		↑6
	District	69%	45	24	21	10	31%	↓-		↑3	
Homeless/Foster	26	85%	54	31	8	8	15%	↓11		-	
	All Elementary	71%	50	21	19	10	29%	↓-		↑7	
	District	70%	46	24	21	9	30%	↑-		↑3	
Low SES	340	66%	42	24	19	15	34%	↓2		↑5	
	All Elementary	59%	36	23	23	18	41%	↑2		↑6	
	District	58%	34	24	27	15	42%	↑2		↑4	
Special Ed.	39	87%	59	28	8	5	13%	↓1		↑8	

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

Lafayette

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Special Ed.	All Elementary	79%	60	19	13	8	21%	↑3		↑6
		District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	30	87%	60	27	7	7	13%	↓1		↑5
		All Elementary	81%	58	23	14	5	19%	↓4		↑7
		District	81%	57	24	15	4	19%	↓2		↑5

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

# SBAC Math 2025 :: School Data by Subgroup

## Lafayette

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	439	59%	28	31	26	15	41%	↑5		↓-	
	All Elementary	55%	29	26	23	22	45%	↑1		↓4	
	District	62%	36	25	19	19	38%	↑2		↓2	
Grade	Gr. 03	150	55%	27	27	33	13	45%	↑5		-
		All Elementary	51%	30	22	26	23	49%	↓-		-
		District	51%	29	21	26	23	49%	↑-		-
	Gr. 04	145	61%	26	35	23	16	39%	↓2		-
		All Elementary	55%	24	31	25	20	45%	↓-		↓3
		District	55%	25	30	25	21	45%	↓-		↓3
	Gr. 05	144	60%	31	29	22	17	40%	↑14		↓1
		All Elementary	60%	33	27	19	22	40%	↑3		↓4
		District	59%	33	26	19	23	41%	↑3		↓4
Ethnicity	Hispanic	353	58%	28	30	27	15	42%	↑6		-
		All Elementary	62%	33	29	22	15	38%	↑1		↓4
		District	68%	42	27	18	13	32%	↑2		↓2
	African American	52	75%	37	38	19	6	25%	↑1		↑4
		All Elementary	72%	42	29	17	11	28%	↑2		↓1
		District	78%	52	26	14	8	22%	↑2		↓1
	Other	15*	47%	27	20	20	33	53%	↑13		-
		All Elementary	37%	16	20	26	37	63%	↑-		↓4
		District	42%	22	20	24	34	58%	↑1		↓2
	Cambodian	10*	50%	30	20	20	30	50%	↓17		-
		All Elementary	41%	18	23	27	31	59%	↑2		↓3
		District	47%	23	24	25	28	53%	↑3		↓2

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

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

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

Lafayette

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Ethnicity	Asian	7*	43%	14	29	43	14	57%	↓23		-	
		All Elementary	37%	14	23	26	37	63%	↑1		↓3	
		District	42%	20	23	23	34	58%	↑3		↓2	
	Filipino	5*	0%			40		60	100%	↑17		-
		All Elementary	30%	12	18	29	41	70%	↑1		↓3	
		District	37%	16	21	22	40	63%	↑1		↓3	
	White	4*	25%		25		75		75%	-		-
		All Elementary	28%	10	18	28	44	72%	↓1		↓7	
		District	37%	16	21	25	38	63%	↑2		↓5	
	Pacific Islander	2*	100%	100				0%		↓50		-
		All Elementary	64%	33	31	21	15	36%	↓-		-	
		District	72%	41	31	17	11	28%	↓1		↓2	
American Indian	1*	0%				100		100%	-		-	
	All Elementary	45%	27	18	36	18	55%	↑27		↑21		
	District	59%	41	18	25	16	41%	↑10		↑10		
Gender	Female	210	65%	29	36	22	13	35%	↑6		↑1	
		All Elementary	59%	31	28	22	19	41%	↑1		↓4	
		District	64%	37	26	19	17	36%	↑2		↓2	
	Male	229	53%	28	26	29	17	47%	↑5		↓1	
		All Elementary	52%	27	25	24	24	48%	↑1		↓3	
		District	59%	36	24	20	21	41%	↑2		↓2	
Nonbinary	All Elementary*	67%	33	33	17	17	33%	↑33		-		
	District	68%	43	26	21	11	32%	↑8		-		
Special Populations	EL + RFEP	140	71%	34	36	19	11	29%	↓2		-	

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

Lafayette

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	EL + RFEP	All Elementary	69%	40	29	19	12	31%	↑-		↓2
		District	74%	49	25	15	10	26%	↑2		↓1
	ELL	90	91%	51	40	8	1	9%	↓9		↓7
		All Elementary	85%	56	28	12	3	15%	↓3		↓1
	RFEP	District	90%	70	21	8	2	10%	↓2		↑-
		50	34%	4	30	38	28	66%	↓15		↑10
	Foster	All Elementary	39%	10	29	32	29	61%	↓7		↓4
		District	61%	32	29	22	17	39%	↑3		↓2
	GATE/Excel	5*	100%	40	60			0%	-		-
		All Elementary	77%	47	30	16	7	23%	↑-		-
	Homeless	District	81%	56	25	12	7	19%	↑4		-
		89	11%	2	9	37	52	89%	↓4		↓5
	Homeless/Foster	All Elementary	11%	1	9	29	60	89%	↓-		↓5
		District	20%	5	15	27	53	80%	↑1		↓5
	Low SES	23	78%	43	35	22		22%	↓3		-
		All Elementary	80%	50	30	13	7	20%	↓4		↓3
Special Ed.	District	82%	58	24	11	7	18%	↓-		↓2	
	28	82%	43	39	18		18%	↓4		-	
Special Ed.	All Elementary	80%	50	30	13	7	20%	↓3		↓3	
	District	82%	58	24	11	7	18%	↑-		↓2	
Special Ed.	344	60%	29	32	26	14	40%	↑5		↑-	
	All Elementary	64%	35	29	21	14	36%	↑1		↓3	
Special Ed.	District	71%	44	26	17	12	29%	↑2		↓1	
	39	79%	49	31	15	5	21%	↑1		↑4	

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Lafayette

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	78%	57	21	14	8	22%	↑2		↑1
		District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	30	80%	50	30	13	7	20%	↑1		-
		All Elementary	81%	56	24	13	6	19%	↓4		↑1
		District	85%	66	20	10	5	15%	↓2		↑1

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2025 :: School Data by Subgroup

## Lafayette

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	144	84%	24	60	13	3	16%	↑1	-	
	All Elementary	68%	17	52	20	12	32%	↑2	-	
	District	72%	15	57	19	9	28%	↑2	-	
Grade	Gr. 05	84%	24	60	13	3	16%	↑1	-	
	All Elementary	68%	17	52	20	12	32%	↑2	-	
	District	67%	17	51	20	12	33%	↑2	-	
Ethnicity	Hispanic	114	83%	23	61	15	2	17%	↑2	-
		All Elementary	76%	19	57	17	7	24%	↑1	-
		District	79%	17	61	16	5	21%	↑1	-
	African American	21	100%	33	67			0%	↓15	-
		All Elementary	83%	27	57	12	4	17%	↓2	-
		District	85%	24	62	11	3	15%	↑-	-
	Other	3*	67%	33	33	33		33%	↑13	-
		All Elementary	45%	8	38	28	27	55%	↑5	-
		District	51%	8	44	28	20	49%	↑4	-
	Filipino	3*	33%		33	67		67%	↑67	-
		All Elementary	50%	8	42	35	15	50%	↑2	-
		District	53%	6	47	32	15	47%	↑1	-
	Cambodian	2*	100%	100				0%	-	-
		All Elementary	61%	9	52	24	15	39%	↓1	-
		District	62%	7	54	26	12	38%	↑1	-
White	2*	50%		50	50		50%	↑50	-	
	All Elementary	35%	4	31	32	33	65%	↑7	-	
	District	46%	7	40	30	24	54%	↑4	-	

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

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

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

# SBAC Science 2025 :: School Data by Subgroup

## Lafayette

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	1*	100%	100				0%	-		-	
	Asian	All Elementary	59%	8	50	24	17	41%	↓8		-
	District	56%	6	50	26	18	44%	↓1		-	
Gender	56	89%	25	64	7	4	11%	↓2		-	
	Female	All Elementary	70%	15	56	19	10	30%	↑-		-
	District	73%	13	59	19	8	27%	↑1		-	
	Male	88	81%	23	58	17	2	19%	↑2		-
	All Elementary	67%	18	48	20	13	33%	↑3		-	
	District	71%	17	54	19	10	29%	↑3		-	
	Nonbinary	All Elementary*	67%		67		33		33%	-	
District	82%	4	79	7	11	18%	↓21		-		
Special Populations	43	91%	35	56	9		9%	↓8		-	
	EL + RFEP	All Elementary	82%	26	56	13	5	18%	↑2		-
	District	83%	20	63	13	3	17%	↑1		-	
	ELL	27	100%	56	44			0%	↓3		-
	All Elementary	99%	45	54	1		1%	↓2		-	
	District	99%	43	56			1%	↓1		-	
	RFEP	16*	75%		75	25		25%	↓25		-
	All Elementary	61%	3	58	27	12	39%	↓6		-	
	District	75%	9	66	20	5	25%	↑-		-	
	GATE/Excel	38	55%	3	53	37	8	45%	↓35		-
All Elementary	30%		29	38	32	70%	↓9		-		
District	35%	2	33	38	27	65%	↑1		-		
Foster	All Elementary	78%	35	43	9	13	22%	↑6		-	

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

# SBAC Science 2025 :: School Data by Subgroup

## Lafayette

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Foster	District	83%	29	54	13	5	17%	↑7		-
	Homeless	8*	75%	38	38	25		25%	↑17		-
		All Elementary	80%	30	51	14	5	20%	↑5		-
	Homeless/Foster	District	86%	26	61	11	3	14%	↑-		-
		8*	75%	38	38	25		25%	↑17		-
	Low SES	All Elementary	80%	30	50	14	6	20%	↑5		-
		District	86%	26	60	11	3	14%	↑1		-
	Special Ed.	119	88%	25	63	10	2	12%	↓2		-
		All Elementary	78%	21	57	16	6	22%	↑1		-
	Spec Ed. Speech/RSP	District	81%	19	61	15	4	19%	↑1		-
		20	100%	50	50			0%	↓7		-
	Spec Ed.	All Elementary	91%	43	48	6	3	9%	↓2		-
		District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	17*	100%	59	41			0%	↓7		-
All Elementary		92%	39	53	6	2	8%	↓5		-	
District	92%	32	60	7	2	8%	↓2		-		

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

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Lafayette

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	273	45	23	21	25	30	
		All ES	48	22	22	26	31	
		District	33	30	15	17	38	
	Grade	Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)	138	36	28	21	30	21
			All ES	48	24	23	28	25
			District	45	24	24	28	24
		Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)	135	53	19	21	20	40
			All ES	50	21	20	24	36
			District	49	21	20	24	36
	Ethnicity	Hispanic	221	43	25	23	24	28
			All ES	50	22	21	26	31
			District	34	30	14	17	38
		African American	34	63	9	21	24	47
			All ES	50	24	21	20	35
			District	31	32	14	15	39
		Other	7^	-	29	29	43	
			All ES	44	23	20	28	28
			District	33	31	15	17	37
		Filipino	5^	-	20	60	20	
			All ES	44	26	22	26	26
	District		39	29	14	17	41	

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

## Lafayette

3/24/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Cambodian	4^	-	25	25	50	
			All ES	48	23	20	28	29
			District	35	29	15	18	38
		White	3^	-	67	33	0	
			All ES	44	21	23	27	28
			District	31	30	15	19	37
	Asian	2^	-	50	50	0		
		All ES	47	22	21	27	30	
		District	34	29	15	17	39	
	Pacific Islander	1^	-			100		
		All ES	65	11	28	28	32	
		District	30	29	18	15	37	
Gender	Female	128	42	23	28	23	26	
		All ES	45	23	23	25	29	
		District	33	30	15	17	38	
	Male	145	48	24	15	26	34	
		All ES	52	21	20	26	32	
		District	33	31	14	17	38	
Nonbinary	All ES^	45	33	33	33			
	District	33	36	15	5	44		
Special Populations	EL + RFEP	89	39	26	26	21	27	

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Lafayette

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	EL + RFEP	All ES	53	22	19	26	33
		District	34	31	13	16	41
	ELL	50	32	28	26	20	26
		All ES	52	24	19	25	33
	RFEP	District	36	30	14	17	38
		39	47	23	26	23	28
	Foster	All ES	52	20	20	28	33
		District	31	31	12	14	43
	GATE/Excel	3^	-	33	33	33	
		All ES	53	22	21	29	28
	Homeless	District	33	32	18	13	37
		66	47	27	14	29	30
	Homeless/Foster	All ES	42	23	23	28	26
		District	32	29	16	19	36
	Low SES	10^	-	30	10	10	50
		All ES	53	22	22	21	34
	Homeless/Foster	District	33	31	16	16	38
		13^	-	31	8	15	46
	Low SES	All ES	53	22	22	23	33
		District	34	31	16	15	38
Low SES		221	47	23	22	24	32

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

## Lafayette

3/24/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Low SES	All ES	50	22	22	25	32
			District	34	30	15	16	39
	Special Ed.		27	60	11	33	11	44
		All ES	57		22	19	22	37
	Spec Ed. Speech/RSP	District	36		30	14	17	39
			22	56	14	32	14	41
	Spec Ed. Speech/RSP	All ES	62		20	17	23	40
		District	37		31	13	16	41

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lafayette

3/24/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	278	38	23	29	27	21	
		All ES	35	24	29	28	19	
		District	23	34	20	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	139	45	17	31	29	22
			All ES	42	20	30	31	20
			District	40	21	30	30	19
		Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	139	32	29	27	24	19
			All ES	28	29	29	25	18
			District	27	30	28	25	17
	Ethnicity	Hispanic	226	37	25	29	27	19
			All ES	36	24	28	28	19
			District	22	36	19	19	27
African American		34	44	18	35	24	24	
		All ES	35	23	32	25	19	
		District	21	35	20	18	28	
Other		7^	-	14	29	14	43	
		All ES	32	26	28	29	17	
		District	27	31	20	20	28	
Filipino	5^	-	20	60	20			
	All ES	38	22	26	33	18		
	District	31	30	19	21	30		

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lafayette

3/24/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
Category	Subgroup	N	Average Scale Score Change	Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
Math	Ethnicity	Cambodian	4^	-		75	25		
			All ES	40		22	28	26	24
			District	29		30	20	20	30
	White	White	3^	-		67	33	0	
			All ES	32		26	31	26	17
			District	23		34	20	19	27
	Asian	Asian	2^	-			50	50	
			All ES	41		23	29	26	22
			District	28		31	21	20	29
	Pacific Islander	Pacific Islander	1^	-			100	0	
			All ES	38		23	38	23	17
			District	14		35	22	20	23
Gender	Female	Female	132	39		23	27	28	21
			All ES	33		25	30	27	18
			District	22		34	20	18	27
	Male	Male	146	38		23	31	26	20
			All ES	37		24	29	28	19
			District	23		35	19	19	27
	Nonbinary	Nonbinary	All ES^	19		33		67	0
District			12		45	10	15	30	
Special Populations	EL + RFEP	94	42		22	30	26	22	

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lafayette

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	EL + RFEP	All ES	37	25	27	28	21
		District	21	37	18	18	27
	ELL	55	37	29	25	25	20
		All ES	36	27	26	26	20
	RFEP	District	20	38	18	18	26
		39	52	13	36	26	26
	Foster	All ES	40	22	27	30	21
		District	21	36	18	18	28
	GATE/Excel	2^	-		50	50	0
		All ES	37	29	22	21	28
	Homeless	District	27	36	17	18	29
		66	37	23	35	27	15
	Homeless/Foster	All ES	35	23	30	29	17
		District	26	31	21	21	27
	Low SES	11^	-	18	27	45	9
		All ES	31	25	30	26	19
	Homeless/Foster	District	17	39	20	16	26
		13^	-	15	31	46	8
	Low SES	All ES	32	26	29	25	20
		District	18	38	19	16	26
Low SES		225	40	23	29	26	22

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lafayette

3/24/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Low SES	All ES	36	24	28	28	19
		District	22	35	19	19	27
	Special Ed.	27	33	30	26	30	15
		All ES	39	26	26	26	23
	Spec Ed. Speech/RSP	District	22	36	17	17	29
		22	29	36	27	18	18
		All ES	39	25	27	25	24
		District	22	36	18	17	29

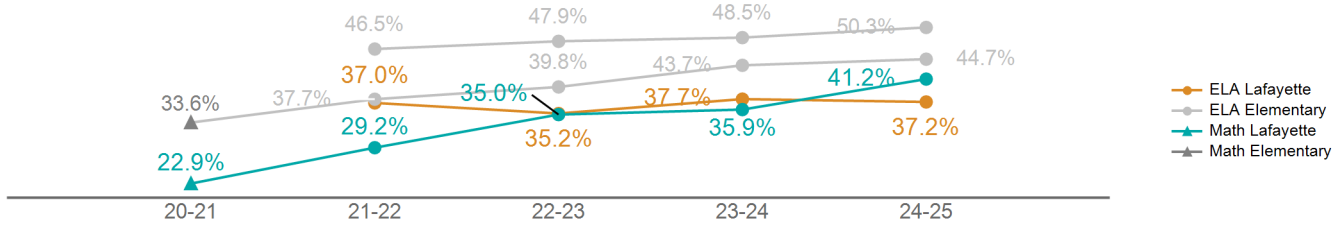
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

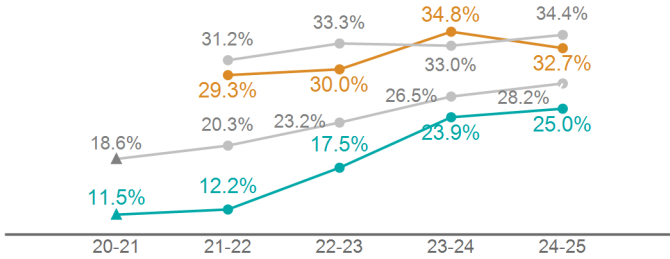
\*Accelerated Growth = At least double the minimum growth target for the grade level.

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

**Lafayette**  
All Students  
N = 439



**African American**  
N = 52



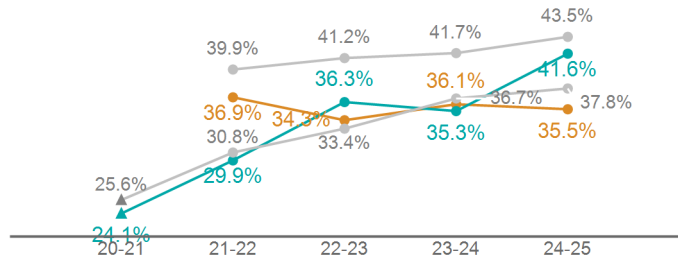
**Asian**

Subgroup with fewer than 20 students.

**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 353



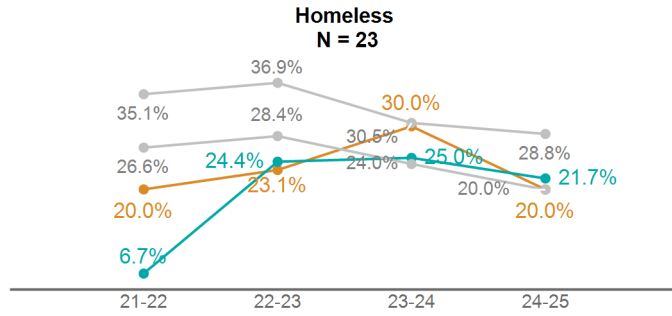
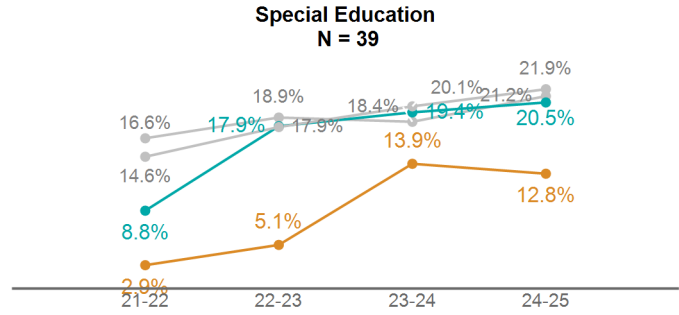
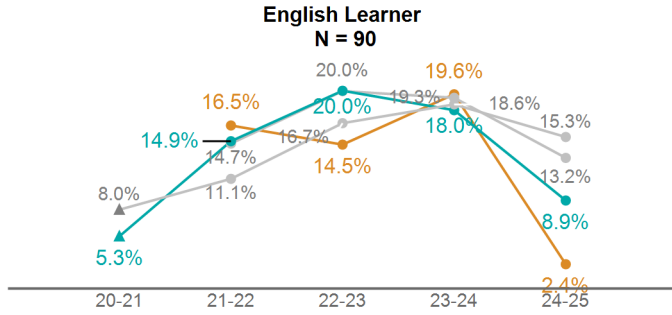
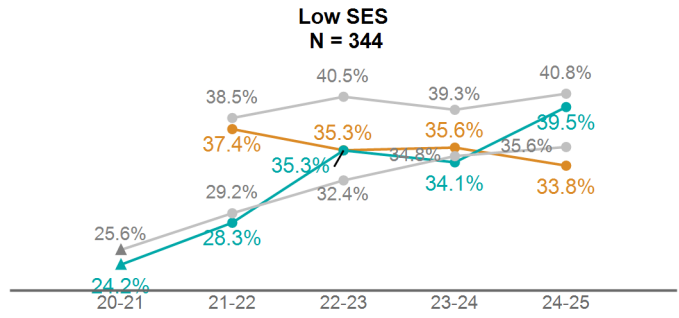
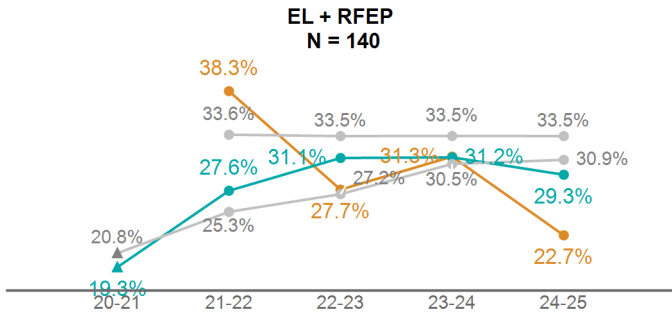
**Pacific Islander**

Subgroup with fewer than 20 students.

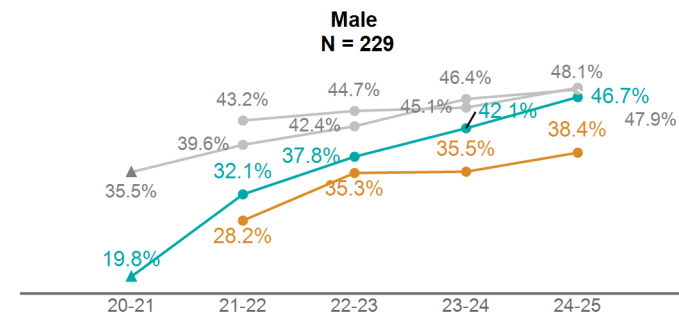
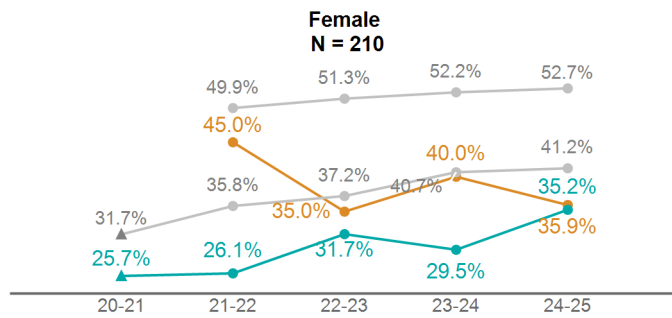
**White**

Subgroup with fewer than 20 students.

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



**Foster Youth**  
Subgroup with fewer than 20 students.



N's are from the current year.  
Subgroups under 20 students are not included.

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,695	50%	29	21	24	26	50%	↑2		↑5
Addams	362	67%	41	25	21	12	33%	↑2		↑6
Alvarado	171	39%	19	20	28	33	61%	↓3		↑3
Barton	218	69%	49	21	19	12	31%	↑3		↑2
Birney	235	56%	35	21	23	22	44%	↑3		↑9
Bixby	235	36%	15	21	29	35	64%	↓1		↑4
Bryant	175	52%	35	17	29	19	48%	↑1		↑9
Burbank	246	54%	33	22	22	24	46%	↓2		↑8
Burcham	185	37%	17	20	21	42	63%	↑1		↑8
Carver	247	26%	12	15	32	42	74%	↑5		↑8
Chavez	137	64%	46	18	21	15	36%	↑3		↑9
Cleveland	182	20%	6	14	32	48	80%	↓2		↓3
Dooley	339	57%	31	26	22	22	43%	↑1		↑1
Edison	197	82%	61	21	14	4	18%	↓6		↓3
Emerson	173	29%	16	13	30	40	71%	↓4		↑2
Fremont	252	27%	11	17	26	47	73%	↓8		↓5
Gant	320	18%	7	11	29	54	83%	↑2		↑1
Garfield	244	52%	34	18	29	19	48%	↑10		↑11
Gompers	186	51%	30	21	27	22	49%	↑-		↑2
Grant	430	65%	37	27	22	13	35%	↑3		↑6
Harte	347	62%	39	23	22	16	38%	↓2		↑10
Henry	377	34%	14	19	23	43	66%	↓3		↑3
Herrera	310	62%	39	24	25	12	38%	↑5		↑11
Holmes	167	32%	20	12	25	43	68%	↑4		↑3

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	123	63%	46	17	20	16	37%	↑8		↑17
Kettering	135	27%	13	15	28	44	73%	↑3		↑1
King	278	69%	45	24	21	10	31%	↑1		↑1
Lafayette	430	63%	39	23	19	18	37%	↓1		↑5
Lincoln	385	51%	24	27	26	23	49%	↑7		↑8
Longfellow	450	33%	16	16	26	41	67%	↑5		↑11
Los Cerritos	201	31%	14	17	25	44	69%	↑5		↑2
Lowell	283	24%	10	14	19	57	76%	↓6		↓3
Macarthur	144	33%	13	20	30	37	67%	↑7		↑6
Madison	162	39%	21	18	26	35	61%	↑5		↑11
Mann	152	56%	39	17	24	20	44%	↑5		↑13
McKinley	224	59%	32	27	25	17	41%	↑2		↑6
Naples	139	17%	9	9	20	63	83%	↓1		↓2
Oropeza	245	60%	40	20	21	18	40%	↓2		↑7
Prisk	253	21%	9	12	28	52	79%	↑2		↑7
Riley	178	48%	20	28	27	25	52%	↓9		↑4
Roosevelt	388	66%	38	28	24	10	34%	↑2		↑15
Signal Hill	316	49%	29	20	28	23	51%	↓2		↑8
Smith	317	69%	44	25	16	15	31%	↑-		↑-
Stevenson	215	59%	36	23	27	14	41%	↑3		↑2
Twain	211	48%	27	21	30	21	52%	↓-		↑3
Webster	207	65%	43	22	20	14	35%	↑3		↓2
Whittier	261	68%	48	20	20	12	32%	↑7		↑11
Willard	263	67%	42	24	21	12	33%	↓-		↑4

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,758	55%	29	26	23	22	45%	↑1		↓4
Addams	360	73%	44	29	17	10	27%	↓1		↓3
Alvarado	171	50%	22	28	23	27	50%	↓1		↓3
Barton	217	70%	46	24	13	17	30%	↑6		↑1
Birney	236	60%	34	26	22	18	40%	↑-		↓5
Bixby	237	46%	19	27	24	30	54%	↓1		↓2
Bryant	177	60%	34	25	21	19	40%	↑5		↓1
Burbank	249	64%	38	26	23	12	36%	↑4		↑6
Burcham	186	38%	16	23	22	40	62%	↑1		↓2
Carver	247	34%	15	19	24	42	66%	↓4		↓7
Chavez	140	71%	49	22	21	8	29%	↑8		↑7
Cleveland	182	27%	3	24	36	36	73%	↓8		↓11
Dooley	344	66%	42	24	20	14	34%	↑1		↓6
Edison	199	75%	54	21	21	4	25%	↑3		↑1
Emerson	173	39%	13	26	28	32	61%	↓7		↓13
Fremont	251	36%	12	24	28	35	64%	↓11		↓14
Gant	320	22%	7	16	26	52	78%	↓3		↓7
Garfield	248	61%	31	30	26	13	39%	↑-		↓6
Gompers	186	53%	27	26	28	19	47%	↑10		↑5
Grant	435	75%	43	31	17	9	25%	↓3		↓12
Harte	345	65%	39	27	21	14	35%	↑-		↓3
Henry	377	40%	15	25	29	31	60%	↓2		↓11
Herrera	312	68%	36	33	24	8	32%	↑4		↑9
Holmes	167	46%	19	27	26	28	54%	↑-		↑4

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	123	68%	47	21	18	14	32%	↑1		↓2
Kettering	135	27%	10	17	36	37	73%	↑1		-
King	280	74%	41	32	17	10	26%	↑-		↓5
Lafayette	439	59%	28	31	26	15	41%	↑5		↓-
Lincoln	387	51%	24	28	26	23	49%	↑7		↓4
Longfellow	450	46%	19	27	24	29	54%	↓1		↑1
Los Cerritos	201	34%	14	20	21	44	66%	↑3		↓8
Lowell	283	33%	12	21	24	43	67%	↓5		↓10
Macarthur	144	40%	17	22	31	30	60%	↑3		↓6
Madison	162	49%	19	30	25	26	51%	↑3		↓8
Mann	152	62%	33	29	26	13	38%	↓-		↑3
McKinley	227	62%	31	31	23	15	38%	↑4		↓1
Naples	139	24%	7	17	27	50	76%	↓4		↓13
Oropeza	248	68%	41	27	21	10	32%	↑1		-
Prisk	253	28%	10	17	28	44	72%	↓1		↑1
Riley	178	46%	21	25	29	25	54%	↑4		-
Roosevelt	393	72%	38	34	20	8	28%	↓3		↓6
Signal Hill	318	54%	25	29	22	24	46%	↓1		↓2
Smith	323	66%	37	28	22	12	34%	↑5		↓3
Stevenson	222	66%	34	32	21	13	34%	↑3		↓5
Twain	211	58%	29	29	20	21	42%	↑-		↓8
Webster	208	63%	38	25	22	15	37%	↑9		↑5
Whittier	261	76%	51	25	16	8	24%	↑4		↓2
Willard	262	73%	39	34	19	8	27%	↓7		↓8

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

3/24/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	3,904	68%	17	52	20	12	32%	↑2	-
Addams	122	80%	18	62	16	4	20%	↑1	-
Alvarado	63	62%	5	57	25	13	38%	↓1	-
Barton	76	95%	30	64	5		5%	↓3	-
Birney	76	75%	18	57	17	8	25%	↑2	-
Bixby	78	56%	10	46	28	15	44%	↑1	-
Bryant	48	69%	17	52	19	13	31%	↑8	-
Burbank	85	71%	24	47	22	7	29%	↓1	-
Burcham	64	53%	11	42	22	25	47%	↑12	-
Carver	79	37%	1	35	38	25	63%	↓8	-
Chavez	42	71%	40	31	24	5	29%	↑22	-
Cleveland	58	48%	3	45	33	19	52%	↓17	-
Dooley	115	81%	27	54	15	4	19%	↓3	-
Edison	62	87%	40	47	11	2	13%	↑2	-
Emerson	60	53%	10	43	27	20	47%	↓10	-
Fremont	83	33%	4	29	39	29	67%	↑-	-
Gant	102	42%	8	34	22	36	58%	↓1	-
Garfield	93	76%	18	58	19	4	24%	↑5	-
Gompers	57	77%	12	65	12	11	23%	↓15	-
Grant	142	82%	22	60	14	4	18%	↑7	-
Harte	114	77%	11	66	19	4	23%	↑3	-
Henry	120	55%	8	47	21	24	45%	↑3	-
Herrera	86	86%	23	63	9	5	14%	↓11	-
Holmes	49	49%	2	47	33	18	51%	↑21	-

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	42	83%	36	48	12	5	17%	↑4		-
Kettering	45	47%	2	44	31	22	53%	↑1		-
King	92	79%	20	60	15	5	21%	↑6		-
Lafayette	144	84%	24	60	13	3	16%	↑1		-
Lincoln	145	72%	12	59	18	10	28%	↑7		-
Longfellow	138	50%	8	42	25	25	50%	↓-		-
Los Cerritos	82	40%	4	37	30	29	60%	↑15		-
Lowell	83	34%	10	24	34	33	66%	↑5		-
Macarthur	50	56%	56	30	14	44%	↑8		-	
Madison	52	63%	15	48	25	12	37%	↓3		-
Mann	42	79%	24	55	14	7	21%	↓1		-
McKinley	68	81%	21	60	15	4	19%	↓3		-
Naples	50	30%	4	26	28	42	70%	↑6		-
Oropeza	70	77%	21	56	17	6	23%	↓3		-
Prisk	102	35%	4	31	33	31	65%	↓5		-
Riley	62	68%	11	56	24	8	32%	↓3		-
Roosevelt	145	84%	16	68	13	3	16%	↑5		-
Signal Hill	112	71%	14	57	21	8	29%	↓10		-
Smith	109	92%	35	57	6	3	8%	↓10		-
Stevenson	70	87%	27	60	6	7	13%	↓3		-
Twain	64	72%	19	53	23	5	28%	↑5		-
Webster	67	82%	39	43	12	6	18%	↑2		-
Whittier	107	82%	27	55	14	4	18%	↑6		-
Willard	89	87%	19	67	11	2	13%	↓7		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,560	49%	26	23	32	19	51%	↑3		↑3
Bancroft	773	42%	20	23	36	22	58%	↑5		↑4
Franklin	931	66%	41	24	25	10	34%	↓-		↓1
Hamilton	694	61%	32	29	29	11	39%	↑2		↑6
Hoover	477	57%	31	26	29	13	43%	↓2		↓3
Hughes	1,162	45%	23	22	31	24	55%	↑6		↑4
IVA	65	34%	14	20	35	31	66%	↑66		-
Jefferson	988	44%	23	21	36	20	56%	↑5		↑10
Keller	507	31%	10	21	39	30	69%	↑4		↑3
Lindbergh	408	65%	37	28	27	8	35%	↑1		↑3
Lindsey	664	63%	35	28	29	8	37%	↑2		↓-
Marshall	929	38%	18	20	35	27	62%	↓1		-
Nelson	776	64%	36	28	24	12	36%	↑3		↓2
Rogers	747	29%	14	16	36	35	71%	↑5		↑4
Stanford	1,109	32%	14	18	36	32	68%	↓-		↓-
Stephens	623	47%	22	24	36	18	53%	↓1		↑11
Washington	772	67%	41	27	26	6	33%	↑3		↑3

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,563	65%	40	25	17	18	35%	↑2		↑-
Bancroft	766	59%	31	28	21	20	41%	↑5		↑1
Franklin	939	78%	55	22	13	10	22%	↑3		↑1
Hamilton	691	86%	62	24	9	4	14%	↑1		↓1
Hoover	475	72%	47	25	13	15	28%	↑4		↓2
Hughes	1,158	58%	34	23	17	25	42%	↓1		↓1
IVA	65	49%	26	23	17	34	51%	↑51		-
Jefferson	990	70%	44	26	16	14	30%	↑1		↑1
Keller	507	49%	17	32	24	27	51%	↓2		↓1
Lindbergh	414	77%	48	29	16	7	23%	↑4		↑3
Lindsey	663	79%	54	25	13	8	21%	↑6		↑-
Marshall	923	51%	28	24	22	26	49%	↑3		↑1
Nelson	768	77%	50	27	13	10	23%	↑3		↓3
Rogers	744	49%	25	23	22	30	51%	↑1		↓3
Stanford	1,107	46%	22	23	23	31	54%	↑1		↑1
Stephens	628	65%	39	26	19	16	35%	↑3		↑5
Washington	790	83%	59	25	11	6	17%	↑1		↑1

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,859	72%	15	58	19	8	28%	↑3		-
Bancroft	254	68%	11	57	24	8	32%	↑5		-
Franklin	332	83%	23	61	13	4	17%	↑1		-
Hamilton	237	86%	23	62	12	3	14%	↓1		-
Hoover	152	81%	22	59	15	4	19%	↑6		-
Hughes	389	65%	10	55	25	10	35%	↑-		-
IVA	64	50%	13	38	33	17	50%	-		-
Jefferson	336	74%	17	57	21	5	26%	↑2		-
Keller	153	60%	3	57	23	17	40%	↑2		-
Lindbergh	125	82%	18	63	16	2	18%	↑5		-
Lindsey	225	84%	18	66	11	4	16%	↑7		-
Marshall	315	62%	9	53	26	12	38%	↑6		-
Nelson	248	76%	15	60	18	6	24%	↑6		-
Rogers	250	48%	7	41	28	24	52%	↓5		-
Stanford	362	59%	7	52	27	14	41%	↑5		-
Stephens	205	80%	16	64	15	5	20%	↑5		-
Washington	276	91%	27	64	9		9%	↓1		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,576	44%	25	20	27	29	56%	↑4		↑3
Avalon	205	81%	56	25	16	3	19%	↓5		↓6
Cubberley	641	29%	15	15	27	43	71%	↑2		↓2
Muir	626	53%	34	20	27	20	47%	↑6		↑8
Newcomb	551	19%	5	14	31	50	81%	↑2		↑5
Powell	496	63%	35	28	24	13	37%	↑4		↑5
Robinson	509	67%	40	27	23	10	33%	↑4		↑5
Tincher	545	26%	10	16	31	43	74%	↑1		↑2

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,573	54%	31	23	20	25	46%	↑4		↑-
Avalon	198	88%	63	26	7	5	12%	↓1		↓2
Cubberley	637	43%	21	22	21	36	57%	↑2		↓5
Muir	623	64%	37	26	20	16	36%	↑2		↓1
Newcomb	551	26%	8	19	28	46	74%	↑4		↑4
Powell	497	70%	46	25	18	12	30%	↑4		↑1
Robinson	519	76%	49	27	14	10	24%	↑5		↑4
Tincher	546	37%	16	21	25	38	63%	↑2		-

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,218	65%	14	51	23	13	35%	↑3		-
Avalon	88	89%	40	49	11		11%	↑1		-
Cubberley	214	50%	12	38	27	23	50%	↑2		-
Muir	202	71%	16	55	24	4	29%	↑6		-
Newcomb	171	38%		37	31	31	62%	↓4		-
Powell	183	83%	19	64	14	3	17%	↑1		-
Robinson	176	84%	19	65	14	2	16%	↑3		-
Tincher	184	52%	5	47	30	17	48%	↑4		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,565	46%	25	21	29	25	54%	↑2		↑4
Browning	71	56%	35	21	27	17	44%	↑23		↑8
Cabrillo	321	61%	32	29	28	12	39%	↑-		↑14
CAMS	157	1%	1	13	85	99%	83%	↑1		↑1
EPHS	150	81%	55	26	16	3	19%	↓1		↑5
Jordan	509	69%	41	28	22	9	31%	↓3		↓3
Lakewood	515	49%	21	28	34	18	51%	↑1		↑8
McBride	164	17%	3	14	37	46	83%	↑5		↑11
Millikan	781	39%	21	18	31	30	61%	↓-		↓2
Polytechnic	925	43%	22	22	33	24	57%	↑4		↑9
Reid	30	100%	73	27			0%	↓8		↓23
Renaissance	92	33%	13	20	32	36	67%	↓5		↑1
Sato	112	9%	9	16	75	91%	91%	↓3		↓4
Wilson	738	45%	26	20	30	25	55%	↑7		↑1

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7
Browning	72	83%	68	15	11	6	17%	↑4		↑5
Cabrillo	320	91%	74	16	7	3	9%	↑-		↓3
CAMS	157	5%	4	19	76	95%	↑1		↓1	
EPHS	141	85%	71	14	11	4	15%	↑9		↑12
Jordan	513	86%	66	20	11	4	14%	↑6		↓5
Lakewood	521	84%	53	30	12	4	16%	↑5		↓4
McBride	164	55%	25	30	26	20	45%	↑-		↓15
Millikan	789	66%	38	28	23	11	34%	↑2		↓11
Polytechnic	919	75%	51	24	15	10	25%	↓1		↓6
Reid	30	100%	100				0%	-		-
Renaissance	91	66%	42	24	18	16	34%	↑22		↓10
Sato	112	14%	3	12	32	54	86%	↑15		↑6
Wilson	727	80%	57	23	15	6	20%	↑5		↓15

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,336	76%	15	62	18	6	24%	↑-	-	
Browning	48	96%	21	75	2	2	4%	↓2	-	
Cabrillo	328	93%	22	71	7		7%	↓1	-	
CAMS	169			13	38	49	87%	↑3	-	
EPHS	98	91%	22	68	8	1	9%	↑1	-	
Jordan	468	92%	22	69	8		8%	↑2	-	
Lakewood	478	85%	21	64	14	1	15%	↓-	-	
McBride	168		53%	5	48	35	13	47%	↑19	-
Millikan	775	69%	10	59	24	7	31%	↓2	-	
Polytechnic	929	75%	12	63	19	6	25%	↓2	-	
Reid	37	95%	35	59	5		5%	↑2	-	
Renaissance	74	85%	15	70	14	1	15%	↑3	-	
Sato	112		37%	36	38	25	63%	↑19	-	
Wilson	652	83%	14	69	14	3	17%	↓8	-	

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	0%		33	67	100%	↑33		-

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	2	0%		50	50	100%	↑67		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,396	48%	27	22	28	24	52%	↑2	↑4

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

3/24/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓2

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

3/24/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑2		-

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

# SBAC ELA 2025

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	33.1%	2.4%	32.2%	4.6%	27.0%	0.8%	40.2%	1.9%	African American	18.4%	-8.6%
Alvarado	61.4%	-2.6%	55.9%	0.8%	63.3%	-4.6%	65.1%	-2.8%	African American	47.8%	5.0%
Avalon	19.0%	-4.6%	24.1%	-16.6%	14.8%	-3.0%	18.8%	-12.5%	Hispanic	16.0%	-4.2%
Barton	30.7%	2.9%	35.5%	-5.5%	26.2%	7.3%	29.9%	3.6%	African American	16.7%	-3.0%
Birney	44.3%	3.1%	40.3%	9.1%	41.9%	-10.9%	50.7%	9.9%	African American	34.3%	1.9%
Bixby	63.8%	-0.6%	54.2%	6.3%	62.4%	-12.0%	74.4%	0.3%	Hispanic	60.4%	2.3%
Bryant	48.0%	0.6%	42.0%	-4.1%	48.3%	1.5%	56.3%	7.2%	African American	26.9%	3.1%
Burbank	45.5%	-2.1%	41.6%	-1.3%	43.7%	0.3%	51.2%	-3.7%	Hispanic	41.8%	-0.6%
Burcham	62.7%	1.5%	56.9%	-1.0%	61.9%	4.0%	68.8%	0.1%	Hispanic	54.8%	1.5%
Carver	73.7%	5.5%	78.2%	17.9%	70.4%	1.2%	72.2%	-2.8%	Hispanic	54.2%	-1.0%
Chavez	35.8%	3.1%	31.4%	5.3%	35.6%	-1.2%	41.5%	6.7%	Hispanic	28.2%	-2.8%
Cleveland	79.7%	-1.5%	80.0%	-8.1%	78.1%	-0.6%	81.0%	3.0%	Hispanic	78.5%	1.1%
Cubberley	70.5%	1.6%	79.6%	2.9%	61.6%	-4.7%	68.5%	-7.0%	African American	26.5%	-16.7%
Dooley	43.4%	0.7%	47.7%	12.3%	39.5%	-7.7%	43.4%	-1.5%	African American	30.0%	-2.2%
Edison	17.8%	-6.0%	17.1%	2.0%	14.5%	-12.3%	22.4%	-8.3%	African American	8.3%	-15.0%
Emerson	70.5%	-3.9%	67.9%	-4.4%	70.2%	-4.0%	73.3%	-3.8%	Hispanic	60.7%	-4.5%
Fremont	72.6%	-7.9%	68.6%	-9.2%	67.5%	-13.5%	81.9%	-2.4%	Hispanic	66.3%	-9.3%
Gant	82.5%	1.9%	84.7%	1.5%	76.6%	-1.7%	86.3%	6.0%	Hispanic	75.0%	0.0%
Garfield	48.0%	10.4%	40.5%	0.5%	44.6%	5.2%	57.1%	23.1%	Hispanic	44.1%	12.2%
Gompers	48.9%	0.3%	44.1%	-4.3%	54.1%	12.0%	49.1%	-6.0%	African American	33.3%	1.5%
Grant	35.1%	2.9%	32.2%	7.2%	28.6%	-9.4%	44.7%	11.3%	African American	17.0%	1.9%
Harte	38.0%	-1.8%	27.0%	-12.3%	35.1%	2.4%	52.6%	5.5%	African American	19.5%	-1.4%
Henry	66.3%	-3.1%	60.3%	-3.1%	71.8%	4.2%	66.7%	-10.7%	Hispanic	64.4%	-4.3%
Herrera	37.7%	4.6%	37.3%	8.7%	34.5%	8.6%	42.9%	0.7%	African American	30.3%	11.7%
Holmes	68.3%	4.3%	58.6%	-7.5%	71.7%	-7.1%	75.5%	24.0%	Hispanic	52.5%	-3.7%
Hudson	36.6%	7.8%	27.0%	-3.7%	45.5%	18.5%	35.7%	7.1%	Hispanic	23.5%	-1.5%
Kettering	72.6%	2.7%	73.9%	5.8%	75.0%	-1.6%	68.9%	4.6%	Hispanic	61.0%	14.6%
King	30.9%	0.9%	36.6%	7.5%	32.3%	7.8%	23.9%	-12.5%	African American	28.6%	7.9%
Lafayette	37.2%	-0.5%	31.7%	-8.3%	37.3%	3.7%	42.7%	3.1%	African American	32.7%	-2.1%
Lincoln	49.1%	7.2%	51.3%	8.7%	44.0%	5.2%	51.7%	7.1%	Hispanic	47.6%	7.6%
Longfellow	67.3%	4.7%	62.5%	-1.7%	68.8%	14.7%	71.7%	3.3%	African American	46.3%	11.0%
Los Cerritos	68.7%	5.4%	71.7%	11.0%	62.7%	-8.0%	70.7%	12.8%	African American	56.3%	14.6%
Lowell	75.6%	-5.7%	75.0%	-9.6%	74.0%	-7.5%	78.3%	0.7%	Hispanic	65.1%	-3.9%
Macarthur	66.7%	6.9%	64.2%	-3.2%	70.7%	13.3%	66.0%	11.5%	Hispanic	66.2%	6.5%
Madison	61.1%	5.4%	60.4%	3.7%	64.9%	19.6%	57.7%	-6.2%	African American	41.9%	1.9%
Mann	44.1%	5.3%	33.9%	-6.8%	48.1%	19.3%	52.4%	6.5%	African American	30.0%	-6.0%
McKinley	41.1%	2.0%	46.6%	9.7%	38.6%	8.1%	38.2%	-10.0%	African American	30.0%	2.7%
Muir	46.6%	6.0%	41.0%	2.8%	38.3%	4.0%	50.5%	13.0%	African American	42.3%	5.8%
Naples	82.7%	-1.3%	86.7%	12.2%	68.2%	-24.3%	92.0%	8.7%	Hispanic	73.0%	1.2%
Newcomb	81.1%	1.9%	73.3%	-5.6%	87.6%	18.5%	80.2%	2.6%	African American	71.9%	9.4%
Oropeza	39.6%	-2.0%	32.9%	-8.0%	38.5%	-1.2%	49.3%	5.7%	African American	22.6%	2.6%
Powell	36.9%	4.5%	29.7%	0.3%	30.8%	-18.7%	41.9%	9.7%	African American	28.6%	-0.5%
Prisk	79.4%	2.0%	74.1%	-3.1%	80.3%	2.9%	83.3%	5.8%	African American	63.6%	15.8%
Riley	52.2%	-8.8%	37.9%	-23.9%	63.8%	8.4%	54.8%	-11.8%	Hispanic	44.7%	-13.6%
Robinson	32.8%	4.0%	23.9%	5.1%	15.9%	0.9%	24.4%	-9.7%	African American	28.7%	3.3%

# SBAC ELA 2025

	Difference	Highest Performing		ELL + RFEF		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
49	15.6%	Hispanic	280	28.7%	-2.0%	21.7%	-1.3%	15.4%	8.6%	10.0%	4.0%
23	37.0%	Cambodian	46	61.0%	-0.4%	25.0%	-8.3%	9.5%	9.5%	7.7%	7.7%
169	17.4%	White	33	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%
60	17.6%	Hispanic	111	19.1%	3.6%	41.2%	19.0%	8.0%	1.3%	5.7%	-0.7%
35	35.3%	Filipino	23	34.8%	3.8%	36.4%	13.3%	11.1%	7.5%	16.3%	14.3%
149	14.0%	White	39	65.6%	4.9%	0.0%	-57.1%	15.4%	-5.3%	33.3%	12.6%
26	20.9%	Hispanic	113	26.2%	-10.2%	50.0%	13.6%	18.8%	-4.8%	10.6%	1.1%
177	8.2%	African American	36	33.7%	-6.1%	52.9%	14.5%	0.0%	-17.5%	3.3%	-14.2%
84	22.2%	White	52	11.1%	-17.5%			12.5%	-12.5%	29.2%	5.6%
72	41.1%	Other	42	83.3%	38.9%	33.3%	-46.7%	13.3%	-10.0%	17.6%	-5.7%
103	0.0%	Hispanic	103	20.4%	-4.0%	28.6%	28.6%	27.3%	13.9%	11.4%	3.9%
79	2.3%	White	73	85.7%	-14.3%	100.0%	0.0%	31.3%	-38.8%	40.7%	-24.9%
49	62.8%	Asian	28	55.3%	11.1%	15.4%	-36.6%	32.1%	-18.7%	24.0%	-7.4%
50	14.3%	Hispanic	253	32.7%	-2.0%	23.8%	-5.2%	13.6%	10.2%	17.1%	14.1%
24	10.7%	Hispanic	163	15.2%	-6.9%	14.3%	-10.7%	19.0%	15.8%	9.4%	5.8%
56	19.0%	White	74	50.0%	12.5%	0.0%	-66.7%	65.0%	15.0%	46.9%	12.8%
104	17.9%	Other	38	41.4%	-25.3%	50.0%	-25.0%	26.7%	-21.5%	42.9%	-5.3%
96	13.5%	Other	61	70.0%	-8.3%	75.0%	50.0%	72.4%	13.0%	75.0%	15.6%
186	25.1%	Filipino	26	31.4%	6.6%	50.0%	20.0%	15.8%	11.6%	21.7%	17.6%
24	48.5%	Other	22	27.3%	-6.1%	33.3%	-10.4%	27.8%	-0.8%	23.1%	5.5%
47	38.5%	Cambodian	27	23.5%	0.3%	21.7%	14.3%	3.1%	-0.3%	2.7%	-0.7%
41	51.9%	Asian	35	36.3%	1.9%	12.0%	-8.7%	0.0%	-7.4%	5.8%	1.3%
247	9.0%	White	79	46.7%	-8.1%	0.0%	-80.0%	21.1%	-14.7%	40.5%	4.8%
33	19.7%	Asian	38	31.0%	5.8%	14.3%	-16.5%	8.0%	1.5%	10.0%	4.1%
80	14.2%	African American	39	50.0%	5.6%	58.3%	14.6%	37.5%	9.5%	33.3%	6.4%
68	7.2%	African American	26	28.1%	1.3%	0.0%	-6.7%	12.5%	4.2%	14.0%	11.4%
41	27.0%	Other	25	61.5%	-9.0%	100.0%	33.3%	11.1%	-8.9%	19.0%	-1.0%
35	1.7%	Hispanic	225	28.8%	3.8%	9.5%	-0.5%	0.0%	-7.1%	5.6%	-1.1%
52	2.9%	Hispanic	346	22.7%	-8.5%	15.4%	-11.1%	13.3%	-0.6%	12.8%	-1.1%
319	16.0%	Asian	22	45.8%	3.6%	35.3%	10.3%	34.8%	7.1%	52.3%	22.5%
80	40.8%	White	93	56.8%	15.5%	33.3%	-16.7%	28.6%	-6.4%	31.0%	-3.2%
32	18.8%	White	32	40.0%	-20.0%	66.7%	24.6%	25.0%	-5.0%	34.6%	4.6%
63	22.7%	Other	41	71.4%	-5.5%	50.0%	50.0%	50.0%	-10.7%	38.7%	-0.1%
71	7.1%	White	30	28.6%	-15.9%	100.0%	66.7%	15.4%	-30.4%	25.0%	-23.0%
31	21.7%	Other	22	63.6%	20.8%	33.3%	16.7%	26.7%	1.7%	27.8%	2.8%
20	40.0%	White	20	28.6%	9.1%	50.0%	21.4%	28.6%	28.6%	13.2%	13.2%
30	30.0%	Asian	20	33.3%	6.6%	16.7%	-1.5%	11.1%	-3.2%	12.5%	-1.4%
52	22.2%	Filipino	79	35.8%	1.2%	24.1%	-11.2%	4.3%	-0.4%	6.1%	3.1%
37	15.4%	White	69	50.0%	-10.0%	50.0%	16.7%	12.5%	-40.8%	36.4%	-17.0%
32	24.6%	Asian	28	54.5%	-9.5%	75.0%	-15.9%	41.7%	8.9%	48.3%	15.5%
31	16.0%	Hispanic	179	35.4%	-2.0%	30.8%	-0.8%	20.0%	4.6%	23.1%	9.7%
112	11.3%	Hispanic	331	31.7%	2.2%	26.7%	6.3%	6.3%	-4.4%	5.4%	-6.6%
22	20.8%	White	77	84.6%	31.3%	80.0%	34.5%	31.0%	-24.2%	44.7%	-9.1%
103	28.1%	Cambodian	22	33.3%	-20.8%	50.0%	10.0%	15.0%	0.0%	13.0%	-2.0%
80	4.4%	Hispanic	380	28.3%	2.2%	19.2%	-12.3%	10.5%	0.7%	11.3%	1.5%

# SBAC ELA 2025

Gender Diff
2.6%
26.2%
6.9%
4.1%
2.8%
10.8%
1.0%
15.2%
0.2%
6.0%
0.5%
9.9%
10.4%
3.2%
3.4%
12.2%
0.2%
3.7%
1.3%
3.0%
10.2%
7.0%
13.6%
1.1%
5.0%
6.5%
10.0%
20.3%
2.5%
4.9%
6.9%
5.4%
10.3%
6.6%
14.0%
11.5%
4.5%
6.1%
6.4%
8.2%
10.0%
9.3%
5.8%
10.1%
7.6%

## SBAC ELA 2025

Roosevelt	34.0%	1.8%	19.6%	-8.3%	30.8%	3.7%	48.3%	8.3%	African American	22.2%
Signal Hill	51.3%	-2.0%	45.8%	-5.6%	50.9%	6.5%	56.3%	-8.2%	African American	29.8%
Smith	31.2%	0.1%	33.0%	0.7%	31.7%	4.7%	29.0%	-4.9%	African American	23.1%
Stevenson	40.9%	2.7%	40.6%	-4.7%	46.9%	13.1%	34.3%	-0.5%	Hispanic	36.9%
Tincher	73.8%	1.5%	72.1%	3.5%	75.3%	-5.0%	86.5%	11.5%	African American	53.8%
Twain	51.7%	-0.4%	49.4%	-9.2%	52.5%	-0.9%	53.8%	7.9%	African American	30.0%
Webster	34.8%	3.3%	35.2%	3.3%	39.1%	-1.2%	29.9%	8.5%	African American	18.9%
Whittier	32.2%	7.3%	32.1%	12.1%	30.0%	4.7%	33.6%	5.2%	African American	17.1%
Willard	33.5%	-0.1%	24.4%	-11.5%	36.8%	0.7%	38.9%	9.7%	African American	20.0%

## SBAC ELA 2025

0.7%	54	27.8%	Asian	22	33.0%	4.6%	9.1%	-16.9%	8.1%	-3.4%	11.1%
-13.3%	47	38.2%	Other	25	49.5%	3.2%	42.9%	7.1%	20.0%	1.0%	9.4%
-10.3%	26	28.8%	Asian	27	27.5%	-4.4%	16.7%	-10.2%	13.3%	2.2%	9.7%
2.2%	149	8.1%	African American	40	31.7%	4.5%	39.3%	-10.7%	9.5%	-5.2%	15.6%
2.6%	39	46.2%	Cambodian	24	60.5%	7.4%	64.3%	6.0%	20.8%	-5.1%	27.8%
2.0%	30	37.7%	White	31	47.1%	-19.6%	27.3%	-31.1%	25.0%	-11.0%	24.5%
2.3%	37	17.1%	Hispanic	147	19.6%	-15.0%	28.6%	28.6%	4.5%	-23.0%	17.6%
4.2%	35	29.5%	Cambodian	45	24.2%	6.5%	19.0%	7.9%	18.8%	14.8%	8.9%
4.4%	35	30.0%	Cambodian	26	21.6%	-3.9%	12.5%	-6.3%	5.9%	-14.1%	7.1%

# SBAC ELA 2025

-0.2%	6.6%
1.1%	5.6%
2.9%	11.6%
0.9%	2.2%
2.3%	5.6%
2.6%	2.1%
-7.4%	7.4%
4.2%	4.2%
-12.9%	7.4%

# Lafayette

## 2024-2025

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2024-2025	YR	All	All		31	11	
		Grade	Gr. 01		6	3	
			Gr. 02		5	2	
			Gr. 03		8	2	
			Gr. 04		5	2	
			Gr. 05		7	2	
		Ethnicity	African American		19	4	
			Hispanic		12	5	
			Other			2	
		Gender	Female		6	1	
			Male		25	10	
		Fluency	EL + RFEP		2		
			ELL		2		
		Foster	Foster		6	2	
		Homeless	Homeless		3	4	
		LowSES	Low SES		23	8	
		SPED	Special Ed.		9	3	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		9	3	

# Lafayette

## 2023-2024

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

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

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

# Lafayette

## 2022-2023

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

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

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

# Lafayette

## 2022-2023

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

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

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

# Lafayette

## 2021-2022

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

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







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

# Lafayette

## 2021-2022

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

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

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

# Lafayette

## 2020-2021

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

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

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

# Lafayette

## 2019-2020

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

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

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

# Lafayette

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

Category	subgroup	# Records	YR	
			Exclusionary	Other Action
<b>All Students</b>	All	42	74	26
<b>Grade</b>	Gr. 01	9	67	33
	Gr. 02	7	71	29
	Gr. 03	10	80	20
	Gr. 04	7	71	29
	Gr. 05	9	78	22
<b>Ethnicity</b>	African American	23	83	17
	Hispanic	17	71	29
	Other	2	100	
<b>Gender</b>	Female	7	86	14
	Male	35	71	29
<b>Special Populations</b>	EL + RFEP	2	100	
	ELL	2	100	
	Foster	8	75	25
	Homeless	7	43	57
	Low SES	31	74	26
	Spec Ed. Speech/RSP	12	75	25
	Special Ed.	12	75	25

# Lafayette

## 24-25

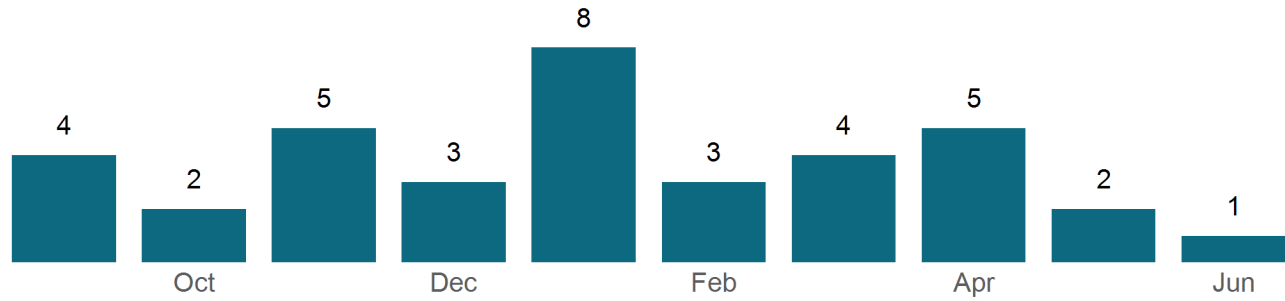
### Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	25	20 80
	Gr. 01	2	50 50
Grade	Gr. 02	4	25 75
	Gr. 03	5	20 80
	Gr. 04	7	100
	Gr. 05	7	29 71
	African American	14	21 79
Ethnicity	Hispanic	9	22 78
	Other	2	100
	Female	6	17 83
Gender	Male	19	21 79
	EL + RFEP	2	100
Special Populations	ELL	2	100
	Foster	1	100
	Homeless	4	25 75
	Low SES	21	19 81
	Spec Ed. Speech/RSP	5	20 80
	Special Ed.	5	20 80

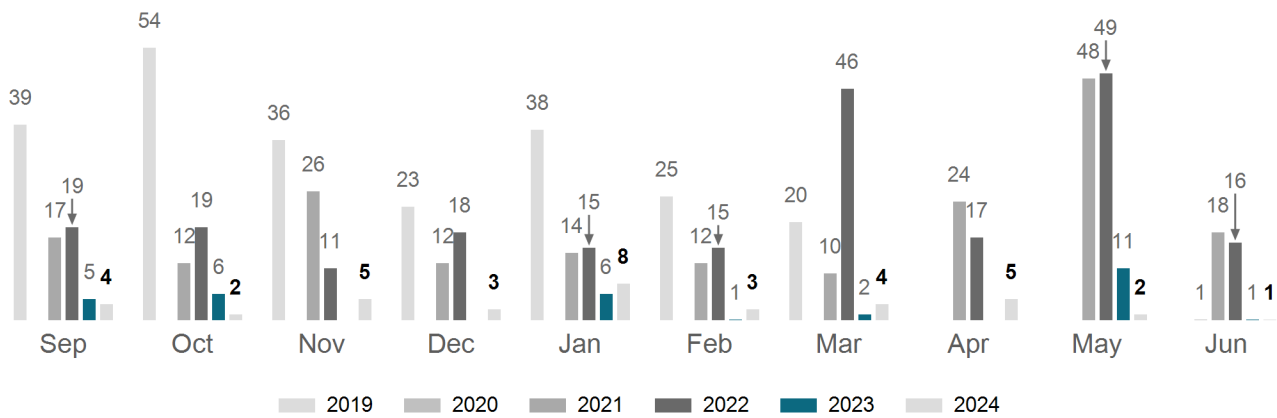
# Lafayette

## 24-25

By Month for 24-25



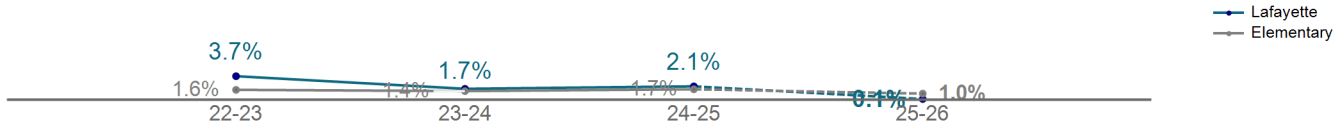
By Month- 5-year comparison



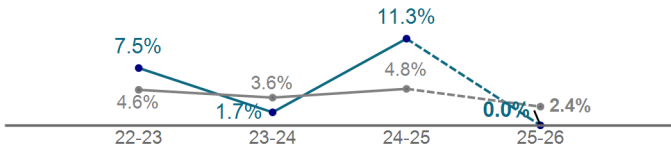
	19-20	20-21	21-22	22-23	23-24	24-25
Sep		39		17	19	5
Oct		54		12	19	6
Nov		36		26	11	
Dec		23		12	18	
Jan		38		14	15	6
Feb		25		12	15	1
Mar		20		10	46	2
Apr				24	17	
May				48	49	11
Jun			1	18	16	1

# Suspension Rate

Lafayette  
All Students  
N = 839



**African American**  
N = 101



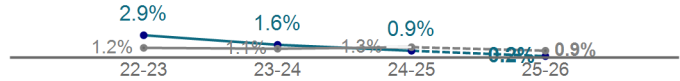
**Asian**

Subgroup with fewer than 20 students.

**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 661



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

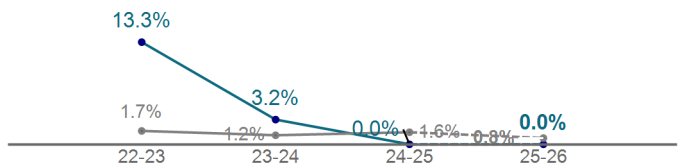
Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

**Other**

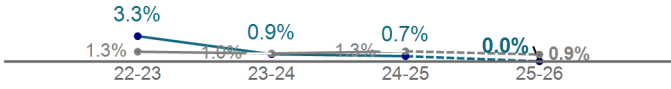
N = 32



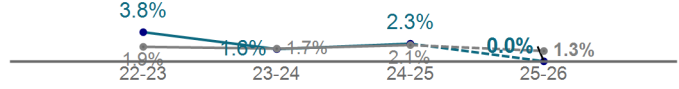
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

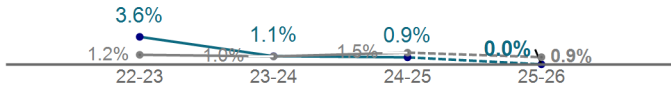
**EL + RFEP**  
N = 258



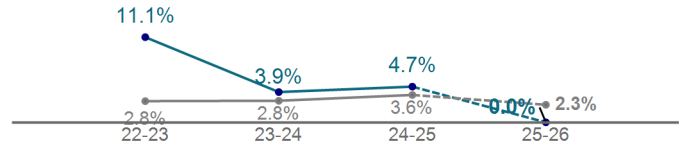
**Low SES**  
N = 644



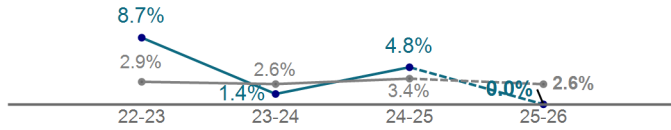
**English Learner**  
N = 193



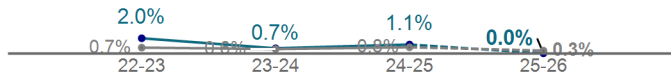
**Special Education**  
N = 81



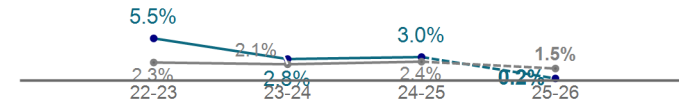
**Homeless or Foster Youth**  
N = 55



**Female**  
N = 420



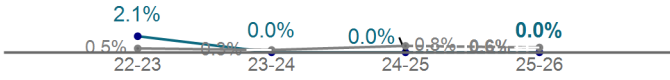
**Male**  
N = 418



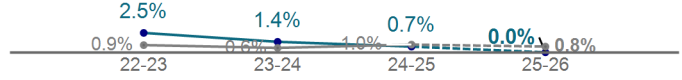
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

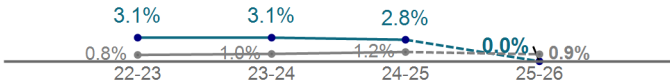
**Gr. K**  
N = 102



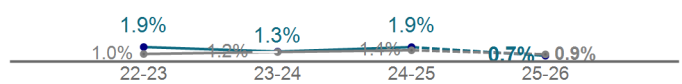
**Gr. 01**  
N = 126



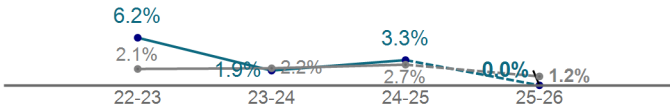
**Gr. 02**  
N = 124



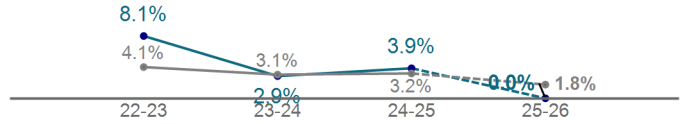
**Gr. 03**  
N = 137



**Gr. 04**  
N = 147



**Gr. 05**  
N = 146



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

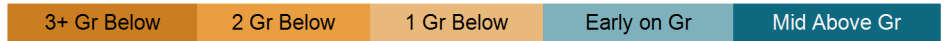
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	121	25	70	4		
			2	124	7	73	12	7	
			3	122	5	55	20	20	
	Teacher	Johnson, J	1	24	29	71			
			2	24	8	67	21	4	
			3	24		50	25	25	
		Le, T	1	24	21	71	8		
			2	24	8	79	4	8	
			3	25	8	56	28	8	
		Medina, A	1	21	24	71	5		
			2	22	5	68	14	14	
			3	25	8	52	16	24	
			Pulido, C	1	22	23	77		
				2	23	4	83	13	
				3	23		65	13	22
		Velez, L	1	24	38	50	13		
			2	24	13	67	8	13	
			3	23	4	52	17	26	
		Ethnicity	African American	1	15	27	67	7	
				2	15	7	67	27	
				3	14		50	29	21
	Asian		1	1				100	
			2	1				100	
			3	1				100	
	Filipino		1	2		50	50		
			2	2		50	50		
			3	2			50	50	
	Hispanic		1	93	25	73	1	4	
			2	96	7	76	10	6	
			3	95	6	56	18	20	
Pacific Islander	1	1		100					
	2	1		100					
	3	1		100					



# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	Ethnicity	White	1	1	100					
			2	1	100					
			3	1					100	
		Other	1	8	38		50		13	
			2	8	13	63		13	13	
			3	8	75			13	13	
	Gender	Female	1	60	25		65		8	2
			2	61	3	75		13	8	
			3	61	3	59		16	21	
		Male	1	61	25		75			
			2	63	11	71		11	6	
			3	61	7	51		23	20	

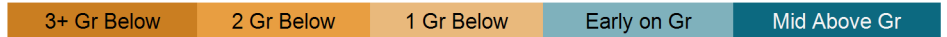
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	98	22	73	3		
			2	99	6	76	11	7	
			3	96		3	56	20	21
		ELL	1	24	54	46			
			2	26	19	77	4		
			3	30	13	70	13	3	
		RFEP	1	16	6	94			
			2	16		88	13		
			3	15		60	13	27	
		EL + RFEP	1	40	35	65			
			2	42	12	81	25		
			3	45	9	67	13	11	
		Special Ed.	1	12	75	25			
			2	12	42	58			
			3	12	17	75	8		
		Spec Ed. Speech/RSP	1	4	75	25			
			2	4	75	25			
			3	4	25	75			
		Foster	1	4	50	50			
			2	4	50	50			
			3	4	25	75			
Homeless	1	5	40	60					
	2	5	100						
	3	6	100						

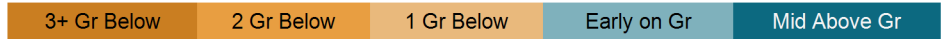
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	125	37	54	6	3		
			2	126	18	65	9	8		
			3	133	11	56	17	17		
	Teacher	Ealey, L	1	22	41	55	5			
			2	24	29	58	8	4		
			3	25	16	56	16	12		
		Nieves, M	1	26	23	62	12	4		
			2	26	23	54	12	12		
			3	27	7	48	15	30		
		Teacher	Noriega, L	1	25	32	64	4		
				2	24	17	79	4		
				3	28	25	54	18	4	
	Roque, T		1	25	52	48				
			2	24	13	71	13	4		
			3	25	8	68	16	8		
	Teacher	Vazquez, D	1	26	35	42	12	12		
			2	26	12	65	8	15		
			3	28	4	50	18	29		

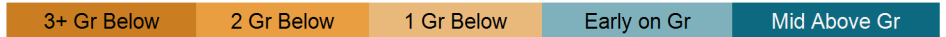
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Ethnicity	African American	1	12	50	33	17		
			2	11	18	55	27		
			3	12	17	58	8	17	
		Asian	1	2	50	50			
			2	2	100				
			3	2	100				
		Filipino	1	1	100				
			2	1	100				
			3	1				100	
		Hispanic	1	102	36	57	6		
			2	104	19	65	8	8	
			3	110	12	56	18	14	
		White	1	5		60		40	
			2	4		75		25	
			3	5		40	20	40	
		Other	1	3		33	33	33	
			2	4		25	50	25	
			3	3			33		67
		Gender	Female	1	64	39	56	3	
				2	61	25	59	11	5
				3	68	12	54	19	15
Male	1		60	35	52	10	3		
	2		64	13	72	6	9		
	3		64	11	58	14	17		
Nonbinary	1	1				100			
	2	1				100			
	3	1				100			
Special Populations	Low SES	1	102	38	56	6			
		2	102	20	66	9	6		
		3	103	10	58	18	14		
	ELL	1	39	51	46	3			
		2	40	23	78				
		3	43	21	67	12			

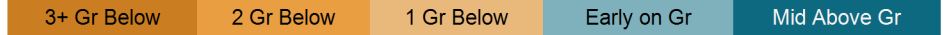
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	RFEP	1	13	8	77	15		
			2	13	15	62	15	8	
			3	13		54	23	23	
		EL + RFEP	1	52	40	54	6		
			2	53	21	74	4		
			3	56	16	64	14	5	
		Special Ed.	1	10	70	30			
			2	10	20	70	10		
			3	11	27	64	9		
		Spec Ed. Speech/RSP	1	6	67	33			
			2	6	33	67			
			3	7	43	57			
		Foster	1	3	67	33			
			2	3	100				
			3	3	100				
		Homeless	1	4	75	25			
			2	6	83	17			
			3	5	60	20	20		
GATE/Excel	1	22	50	32	18				
	2	19	26	21	53				
	3	22	5	18	77				

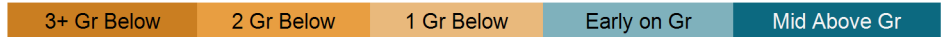
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	145	14	30	50	6	1
			2	144	6	13	62	17	3
			3	145	5	10	47	24	14
	Teacher	Borchardt, K	1	24	21	42	38		
			2	24	13	17	63	8	
			3	25	4	12	56	20	8
		Ing, C	1	25	20	28	48	4	
			2	24	8	25	67		
			3	24	13	17	46	25	
		Perez, L	1	24	13	29	50	8	
			2	24	8	13	67	8	4
			3	24	4	13	46	25	13
		Perez, M	1	23	17	43	30	4	4
			2	23	4	4	57	30	4
			3	23	4	9	35	26	26
		Steider-Brady, L	1	21	19		71	10	
			2	23	4		65	30	
			3	23			43	26	30
		Warren, S	1	24	4	13	71	8	4
			2	25		4	56	28	8
			3	25		4	56	24	12
	Ethnicity	African American	1	19	26	32	42		
			2	18	11	28	61		
			3	17	6	24	41	24	6
		American Indian	1	1			100		
			2	1					100
			3	1			100		
Asian		1	4	25		75			
		2	4	25		75			
		3	4			50	50		
Hispanic	1	112	11	33	49	6			
	2	112	5	11	63	20	2		
	3	114	4	9	48	24	15		

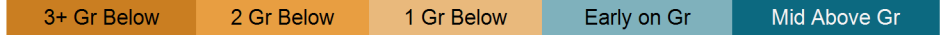
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Ethnicity	Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
		White	1	1	100					
			2	1	100					
			3	1	100					
		Other	1	7	29	57	14			
			2	7	14	57	14	14		
			3	7	14	29	29	29		
	Gender	Female	1	68	15	29	54	1		
			2	70	6	14	73	7		
			3	70	3	14	53	23	7	
		Male	1	77	13	30	45	9	3	
			2	74	7	11	51	26	5	
			3	75	7	5	41	25	21	
	Special Populations	Low SES	1	115	17	27	50	5		
			2	115	8	13	62	15	3	
			3	114	5	10	49	25	11	
		ELL	1	27	19	48	33			
			2	28	4	18	71	7		
			3	29	17	69	14			
		RFEP	1	11	9	9	73	9		
			2	11	73			27		
			3	10	30	60	10			
		EL + RFEP	1	38	16	37	45	3		
			2	39	3	13	72	13		
			3	39	13	59	26	3		
		Special Ed.	1	10	30	60	10			
			2	10	20	30	30	20		
			3	10	20	20	30	10	20	
Spec Ed. Speech/RSP	1	6	50	33	17					
	2	6	33	17	17	33				
	3	6	17	17	17	17	33			

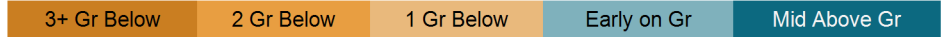


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	Foster	1	2	100					
			2	2	100					
			3	2	100					
		Homeless	1	7	29	29	43			
			2	7		29	57	14		
			3	7		14	43	43		
		GATE/Excel	1	23		65	26	9		
			2	21			38	43	19	
			3	21				10	29	62

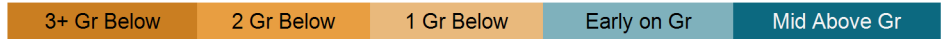
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
4	All Students	All	1	140	19	14	49	14	5		
			2	144	15	10	41	17	16		
			3	148	7	12	33	23	24		
	Teacher	Barba, E		1	15	13	47	20	20		
				2	15	13	20	20	47		
				3	15	20	27	53			
		Garcia, M		1	28	4	14	57	18	7	
				2	29	7	48	24	21		
				3	30	3	30	40	27		
		Madrigal, M		1	31	6	13	58	16	6	
				2	32	6	6	59	9	19	
				3	32	3	13	41	25	19	
		Short, J		1	33	33	15	42	9		
				2	33	27	12	45	12	3	
				3	34	12	21	47	15	6	
		Vu, S		1	33	36	12	39	12		
				2	34	32	12	24	24	9	
				3	35	11	20	20	14	34	
		Ethnicity	African American		1	14	21	14	50	7	7
					2	14	14	14	50	7	14
					3	14	7	14	36	21	21
	Asian			1	2			50		50	
				2	2			50		50	
				3	2			50		50	
	Filipino			1	2					100	
				2	2				50	50	
				3	2					100	
Hispanic			1	115	19	13	51	12	4		
			2	119	15	10	42	18	14		
			3	123	7	13	34	24	22		
Pacific Islander		1	1	100							
		2	1					100			
		3	1					100			

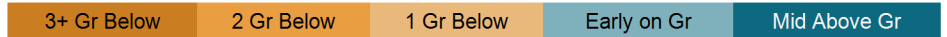
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Ethnicity	White	1	1	100					
			2	1	100					
			3	1	100					
		Other	1	5	20	40	20	20		
			2	5	20	20	40	20		
			3	5		20	40	40		
	Gender	Female	1	79	16	14	51	13	6	
			2	80	14	13	43	16	15	
			3	83		6	11	37	20	25
		Male	1	61	23	13	46	15	3	
			2	64		17	8	39	19	17
			3	65		9	14	28	26	23
	Special Populations	Low SES	1	108	21	15	50	10	4	
			2	111	15	13	42	16	14	
			3	111		5	14	35	25	21
		ELL	1	30	43	23	33			
			2	32	28	19	38	16		
			3	34	18	24	38	18	3	
		RFEP	1	23	9	74	13	4		
			2	23	4	65	9	22		
			3	23		35	43	22		
		EL + RFEP	1	53	25	17	51	6	2	
			2	55	16	13	49	13	9	
			3	57		11	14	37	28	11
		Special Ed.	1	7	43	14	29	14		
			2	7	43	14	29	14		
			3	8		13	25	25	25	13
Spec Ed. Speech/RSP		1	5	40	20	20	20			
		2	5	40	20	20	20			
		3	6		33	33	17	17		
Foster	1	3	33	67						
	2	3	33	33	33					
	3	3	33	67						

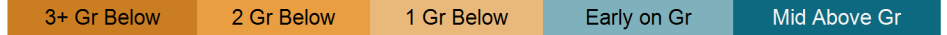


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 4

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	Homeless	1	4	25	25	50		
			2	6	17	67	17		
			3	7	29	14	43	14	
		GATE/Excel	1	28		29	46	25	
			2	28		7	18	75	
			3	28			18	82	

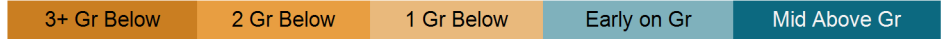
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	140	22	16	40	17	4	
			2	144	15	15	36	22	11	
			3	145	12	10	33	32	12	
	Teacher	Barba, E	1	16	13	25	44	19		
			2	16	13	6	31	38	13	
			3	17	6		35	41	18	
		Herrera-Flores, E	1	34	3	15	41	35	6	
			2	34	6		38	32	24	
			3	34	3	26		44	26	
		Teacher	Kong, S	1	31	39	19	29	13	
				2	31	29	19	35	13	3
				3	32	28	19	31	22	
	Rafael, E		1	28	32	14	39	4	11	
			2	28	18	18	32	14	18	
			3	29	14	7	41	24	14	
	Teacher	Simes, M	1	31	26	13	45	13	3	
			2	30	13	23	40	23		
			3	31	16	10	35	32	6	

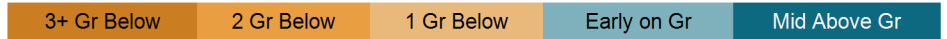
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Ethnicity	African American	1	20	20	25	50	5		
			2	23	13	26	52	4	4	
			3	22		9	14	41	36	
		Asian	1	1						100
			2	1						100
			3	1						100
		Filipino	1	3			33		33	33
			2	3			33		67	
			3	3					33	67
		Hispanic	1	112		24	15	40	18	3
			2	113		17	13	35	26	10
			3	114		13	11	34	31	11
		White	1	2					50	50
			2	2					50	50
			3	2					50	50
		Other	1	2			50		50	
			2	2			50		50	
			3	3			33		67	
		Gender	Female	1	56	25	20	45	9	2
				2	58	19	16	38	24	3
				3	57	14	9	40	32	5
Male	1		84	20	14	37	23	6		
	2		86	13	15	35	21	16		
	3		88		11	11	28	32	17	
Special Populations	Low SES	1	117	23	17	40	18	2		
		2	123	15	17	36	23	10		
		3	120		13	10	33	34	9	
	ELL	1	26	58		19	23			
		2	28	32	32	32	4			
		3	28	25	21	46	7			
	RFEP	1	16		25		38	38		
		2	16		6	38	38	19		
		3	16			38	38	25		

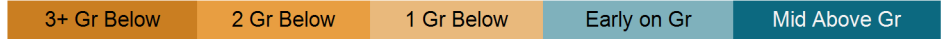


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 5

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	EL + RFEP	1	42	36	21	29	14	
			2	44	20	23	34	16	7
			3	44	16	14	43	18	9
		Special Ed.	1	19	42	21	32	5	
			2	20	30	30	25	10	5
			3	20	20	20	40	15	5
		Spec Ed. Speech/RSP	1	16	50	25	19	6	
			2	17	35	35	18	12	
			3	17	24	24	41	6	6
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	6	17	33	50		
			2	9	33	22	22	22	
			3	8	25	13	25	25	13
GATE/Excel	1	38			37	47	16		
	2	38			21	45	34		
	3	38			16	47	37		

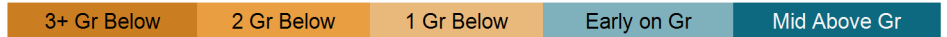
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	120	18	73	4	6		
			2	123	7	63	10	20		
			3	123	6	48	11	35		
	Teacher	Johnson, J		1	24	13	75	13		
				2	24	4	58	13	25	
				3	24	4	33	17	46	
		Le, T		1	24	8	83	4	4	
				2	25	8	64	16	12	
				3	25	8	36	28	28	
		Medina, A		1	21	19	67	5	10	
				2	22	9	59	32		
				3	25	12	48	12	28	
			Pulido, C		1	22	14	77	5	5
					2	23	9	57	17	17
					3	23		61		39
		Velez, L		1	24	33	54	13		
				2	24	8	67	4	21	
				3	25		60	4	36	
		Ethnicity	African American		1	15	13	80	7	
					2	15		60	27	13
					3	15		33	20	47
	Asian			1	1				100	
				2	1				100	
				3	1				100	
	Filipino			1	2		50		50	
				2	2		50		50	
				3	2			50	50	
Hispanic			1	92	16	75	5	3		
			2	95	9	63	8	19		
			3	95	7	51	11	32		
Pacific Islander		1	1		100					
		2	1		100					
		3	1		100					

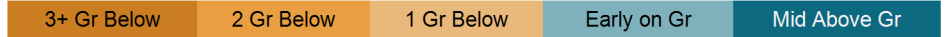
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	Ethnicity	White	1	1	100					
			2	1	100					
			3	1					100	
		Other	1	8	38	50	13			
			2	8	63		38			
			3	8	63		38			
	Gender	Female	1	59	14	73	5	8		
			2	62	3	63	6	27		
			3	62	3	44	15	39		
		Male	1	61	21	72	3			
			2	61	11	62	13	13		
			3	61	8	52	8	31		

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	98	17	72	5	5	
			2	97	7	64	7	22	
			3	95	3	51	11	36	
		ELL	1	24	33	67			
			2	26	19	81			
			3	30	17	70	10	3	
		RFEP	1	16		88	13		
			2	16		63		38	
			3	15		33	20	47	
		EL + RFEP	1	40	20	75	5		
			2	42	12	74	14		
			3	45	11	58	13	18	
		Special Ed.	1	12		75	25		
			2	12	42	50	8		
			3	12	17	67	17		
		Spec Ed. Speech/RSP	1	4		75	25		
			2	4		50	25	25	
			3	4	25	50	25		
		Foster	1	4		75	25		
			2	4		75	25		
			3	4		75	25		
Homeless	1	5	20	80					
	2	5		100					
	3	7	14	86					

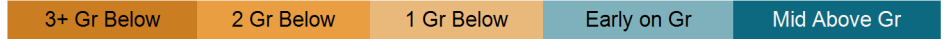
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	123	37	37	13	13	
			2	124	19	42	16	23	
			3	129	17	35	19	29	
	Teacher	Ealey, L	1	23	43	30	13	13	
			2	24	29	38	17	17	
			3	25	28	40	8	24	
		Nieves, M	1	26	15	42	23	19	
			2	26	12	35	19	35	
			3	27	7	26	26	41	
		Teacher	Noriega, L	1	25	36	40	12	12
				2	26	19	38	23	19
				3	28	25	25	18	32
	Roque, T		1	25	40	52	4	4	
			2	25	12	56	20	12	
			3	25	12	48	24	16	
	Teacher	Vazquez, D	1	26	38	27	15	19	
			2	27	11	44	11	33	
			3	28	11	32	18	39	

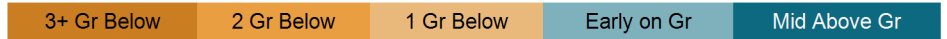
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Ethnicity	African American	1	12	42	33	8	17		
			2	12	17	50		33		
			3	12	17	50	8	25		
		Asian	1	2		50			50	
			2	2					50	50
			3	2						100
		Filipino	1	1	100					
			2	1						100
			3	1						100
		Hispanic	1	99	37	39	13	10		
			2	100	19	44	17	20		
			3	106	18	36	21	25		
		White	1	5		20	20	20		40
			2	5		40		20		40
			3	5			20	40		40
		Other	1	4		50			50	
			2	4		50			50	
			3	3			33			67
		Gender	Female	1	61	34	38	13	15	
				2	59	15	44	19	22	
				3	66	17	32	20	32	
			Male	1	61	41	36	13	10	
				2	64	22	41	14	23	
				3	62	18	39	19	24	
Nonbinary	1		1						100	
	2		1						100	
	3		1						100	
Special Populations	Low SES	1	100	39	41	10	10			
		2	100	20	45	15	20			
		3	100	15	42	18	25			
	ELL	1	39	62	38					
		2	41	34	63	2				
		3	44	27	55	16	2			

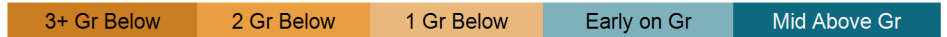
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Special Populations	RFEP	1	10		40	30	30		
			2	12		17	58	25		
			3	12		8	25	67		
		EL + RFEP	1	49		49	39	6	6	
			2	53		26	53	15	6	
			3	56		21	45	18	16	
		Special Ed.	1	11		64	27	9		
			2	11		55	27	9	9	
			3	11		36	45	9	9	
		Spec Ed. Speech/RSP	1	7		71	29			
			2	7		71	29			
			3	7		57	43			
		Foster	1	3		67	33			
			2	3		33	33	33		
			3	3		67		33		
		Homeless	1	4		75		25		
			2	6		83		17		
			3	6		67	17	17		
GATE/Excel	1	20				35	65			
	2	21					100			
	3	19				5	95			

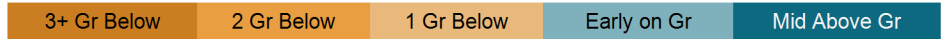
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	141	16	27	23	24	10
			2	140	11	22	26	26	15
			3	147	12	14	24	31	20
	Teacher	Borchardt, K	1	24	29	21	29	17	4
			2	24	17	33	17	25	8
			3	26	15	12	23	42	8
		Ing, C	1	25	16	32	28	16	8
			2	24	8	33	25	17	17
			3	25	8	32	24	12	24
		Perez, L	1	24	17	33	13	29	8
			2	24	4	21	38	29	8
			3	25	8	16	32	24	20
		Perez, M	1	23	22	17	17	35	9
			2	23	17	9	22	39	13
			3	24	21	4	17	38	21
		Steider-Brady, L	1	22	9	32	14	32	14
			2	23	9	13	22	30	26
			3	23	13	26	26	39	22
		Warren, S	1	25	4	20	40	20	16
			2	25	4	20	36	24	16
			3	25	4	16	24	32	24
	Ethnicity	African American	1	17	12	41	35	12	
			2	16	13	44	31	13	
			3	18	44	33	11	11	
		American Indian	1	1					100
			2	1					100
			3	1					100
Asian		1	4	25	25		50		
		2	4	25	25		50	25	
		3	4	25			75		
Hispanic	1	111	17	26	23	24	10		
	2	110	11	21	27	26	15		
	3	115	14	10	23	33	19		

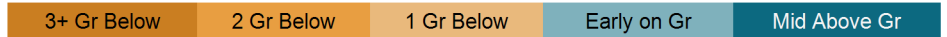
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
3	Ethnicity	Pacific Islander	1	1					100		
			2	1					100		
			3	1					100		
		White	1	1						100	
			2	1						100	
			3	1						100	
		Other	1	6			33	17	33	17	
			2	7			14	29	29	29	
			3	7			43		29	29	
	Gender	Female	1	69		9	28	32	28	4	
			2	69		9	22	30	32	7	
			3	71		7	17	25	37	14	
		Male	1	72		22	26	15	21	15	
			2	71		13	23	23	20	23	
			3	76		16	11	24	25	25	
	Special Populations	Low SES	1	112		15	29	23	25	8	
			2	113		11	24	27	27	12	
			3	113		9	15	26	33	18	
		ELL	1	27		33	48	11	7		
			2	29		28	38	28	7		
			3	28		32	21	32	14		
		RFEP	1	11			9	18	64	9	
			2	10			20		60	20	
			3	11			9		73	18	
		EL + RFEP	1	38		24	37	13	24	3	
			2	39		21	28	26	21	5	
			3	39		23	15	26	31	5	
Special Ed.		1	9		56		33	11			
		2	9		56		33	11			
		3	11		45		27	18	9		
Spec Ed. Speech/RSP	1	5		40		40	20				
	2	5		40		40	20				
	3	7		43		14	29	14			

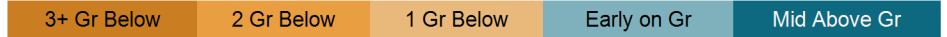
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	Foster	1	2	100					
			2	2	50	50				
			3	3	33	67				
		Homeless	1	6	17	50	17	17		
			2	7	57		29	14		
			3	7	14	14	29	29	14	
		GATE/Excel	1	23				48	52	
			2	22			5	41	55	
			3	22				32	68	

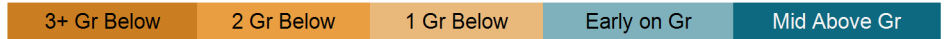
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	136	21	14	43	9	14	
			2	137	21	7	42	12	18	
			3	145	18	6	45	11	20	
	Teacher	Barba, E	1	15			33	33	33	
			2	15			27	27	47	
			3	15			27	20	53	
		Garcia, M	1	28	4	14	54	11	18	
			2	29		33	55	14	24	
			3	30		33	47	17	30	
		Madrigal, M	1	31	13	19	45	3	19	
			2	32	16	6	50	6	22	
			3	32	13	9	50	9	19	
		Short, J	1	33	33	12	45	6	3	
			2	33	39	15	39	3	3	
			3	34	21	18	47	6	9	
		Vu, S	1	33	42	15	33	3	6	
			2	34	35	6	35	15	9	
			3	35	34	3	46	9	9	
		Ethnicity	African American	1	12	17	17	42	8	17
				2	13	23	8	38	15	15
				3	13	23	15	23	23	15
	Asian		1	2			50		50	
			2	2			50		50	
			3	2			50		50	
	Filipino		1	2			50		50	
			2	2			50		50	
			3	2			50		50	
Hispanic	1		113	21	14	45	8	12		
	2		113	20	7	45	10	18		
	3		122	17	6	49	11	17		
Pacific Islander	1	1					100			
	2	1					100			
	3	1					100			

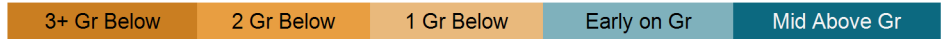
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 4



**Legend**

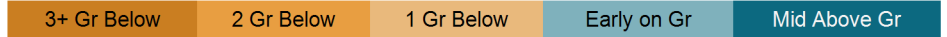


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
4	Ethnicity	White	1	1						100	
			2	1						100	
			3	1							100
		Other	1	5			20	20	20		40
			2	5			40		20		40
			3	4			25		25		50
	Gender	Female	1	79		18	13	46	6	18	
			2	76		17	5	45	9	24	
			3	80		15	5	45	14	21	
		Male	1	57		25	16	39	12	9	
			2	61		26	8	39	15	11	
			3	65		22	8	45	8	18	
	Special Populations	Low SES	1	107		22	14	41	9	13	
			2	105		22	8	43	10	18	
			3	109		17	8	45	9	21	
		ELL	1	29		48		28	24		
			2	30		43	10	47			
			3	33		36	6	52		33	
		RFEP	1	23		4		61	13	22	
			2	23				52	13	35	
			3	23				43	22	35	
		EL + RFEP	1	52		27	17	40	6	10	
			2	53		25	6	49	6	15	
			3	56		21	4	48	11	16	
		Special Ed.	1	7		43		29	14	14	
			2	6		17	33	33		17	
			3	7		57		29		14	
Spec Ed. Speech/RSP		1	5		40		40		20		
		2	4		50		25		25		
		3	5		60		20		20		
Foster	1	3		33	33	33					
	2	2		50		50					
	3	3		33		67					

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Lafayette 2024-2025 Grade 4**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	Homeless	1	4	25	25	50		
			2	6	50	17	33		
			3	7	43	43	14		
		GATE/Excel	1	27		4	15	19	63
			2	28			11	25	64
			3	28			18	7	75

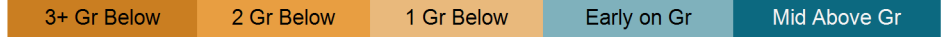
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	134	22	30	28	16	5
			2	138	23	25	22	22	8
			3	140	16	19	31	21	14
	Teacher	Barba, E	1	16	19	19	44	19	
			2	16	19	19	31	31	
			3	17	6	24	35	24	12
		Herrera-Flores, E	1	34	3	26	29	35	6
			2	34	3	29	18	38	12
			3	34	3	6	35	26	29
		Kong, S	1	31	35	39	19	6	
			2	31	26	32	23	16	3
			3	33	24	21	36	12	6
	Rafael, E		1	28	29	39	14	18	
			2	29	34	17	24	3	21
			3	29	24	21	21	17	17
	Simes, M	1	31	19	35	32	13		
		2	30	27	30	23	20		
		3	31	19	29	23	26	3	

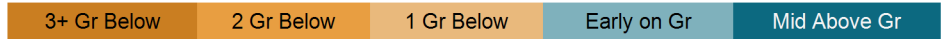
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
5	Ethnicity	African American	1	19	11	37	32	21			
			2	20	15	35	25	20	5		
			3	21		19	14	24	24	19	
		Asian	1	1		100					
			2	1		100					
			3	1		100					
		Filipino	1	3				33		67	
			2	3				33		67	
			3	3				33		67	
		Hispanic	1	107			24	29	28	16	3
			2	110			25	22	23	25	5
			3	111			17	20	32	22	9
		White	1	2				50		50	
			2	2				50		50	
			3	1						100	
		Other	1	2				50		50	
			2	2				50		50	
			3	3				33		67	
	Gender	Female	1	54			22	33	24	19	2
			2	55			24	29	16	25	5
			3	55			15	22	31	24	9
Male		1	80			21	28	30	14	8	
		2	83			23	22	25	20	10	
		3	85			18	16	31	19	16	
Special Populations	Low SES	1	112			23	32	27	15	3	
		2	116			23	27	22	24	4	
		3	115			17	19	30	23	10	
	ELL	1	26			62		35		4	
		2	29			59		28		14	
		3	26			54		27		15	4
	RFEP	1	15				33	33	27	7	
		2	16				25	31	38	6	
		3	16					38	31	31	

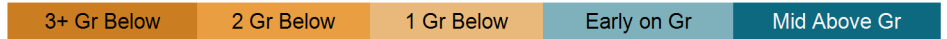
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lafayette 2024-2025 Grade 5



**Legend**

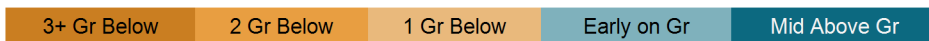


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	EL + RFEP	1	41	39	34	15	10	2
			2	45	38	27	20	13	2
			3	42	33	17	24	14	12
		Special Ed.	1	18	44	44	11		
			2	17	47	29	12	12	
			3	19	42	32	16	11	
		Spec Ed. Speech/RSP	1	15	53	40	7		
			2	14	57	21	14	7	
			3	16	50	25	13	13	
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	9	44	22	22	11	
			2	9	44	22	33		
			3	8	25	38	25	13	
GATE/Excel	1	35		14	34	31	20		
	2	38			5	24	47	24	
	3	37			3	27	38	32	

# i-Ready Math Overall Relative Placement School Data by Subgroup Lafayette 2024-2025



**Legend**



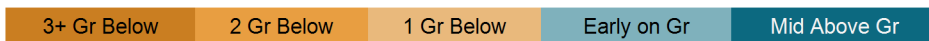
Category		Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	700	3	700	5	10	44	23	18	
<b>Grade</b>	Gr. 01	3	122	5		55	20	20	
	Gr. 02	3	134	12		55	16	16	
	Gr. 03	3	145	5	10	47	24	14	
	Gr. 04	3	148		7	12	33	23	24
	Gr. 05	3	145		12	10	33	32	12
<b>Ethnicity</b>	African American	3	81	5	14	43	26	12	
	Hispanic	3	561	5	10	45	23	16	
	Other	3	26		12	42	12	35	
<b>Gender</b>	Female	3	340	4	10	48	22	16	
	Male	3	359		6	10	40	25	19
<b>Special Populations</b>	Low SES	3	549	5	9	46	25	15	
	ELL	3	166	8	20	58	13	1	
	RFEP	3	77			43	35	22	
	EL + RFEP	3	243	5	14	53	20	8	
	Special Ed.	3	61	11	21	48	11	8	
	Spec Ed. Speech/RSP	3	40	13	28	43	8	10	
	Homeless	3	35	14	17	46	17	6	
	GATE/Excel	3	109				8	30	61

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Lafayette 2024-2025



### Legend



Category	Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	701	3	701	10	13	36	19	23
<b>Grade</b>	Gr. 01	3	124	6	48	12	35	
	Gr. 02	3	134	16	34	19	31	
	Gr. 03	3	149	11	14	24	31	19
	Gr. 04	3	148	18	7	45	11	20
	Gr. 05	3	146	16	20	29	21	14
<b>Ethnicity</b>	African American	3	81	9	20	32	17	22
	Hispanic	3	562	10	13	37	20	20
	Other	3	26	4	12	35	8	42
<b>Gender</b>	Female	3	341	7	13	35	21	23
	Male	3	359	12	13	36	17	23
<b>Special Populations</b>	Low SES	3	546	9	13	37	19	22
	ELL	3	165	21	22	45	10	2
	RFEP	3	78			29	31	40
	EL + RFEP	3	243	14	15	40	16	14
	Special Ed.	3	62	27	27	29	11	5
	Spec Ed. Speech/RSP	3	41	34	29	20	12	5
	Homeless	3	35	17	26	40	9	9
GATE/Excel	3	110			14	22	64	

The percentages may not equal 100% due to rounding.



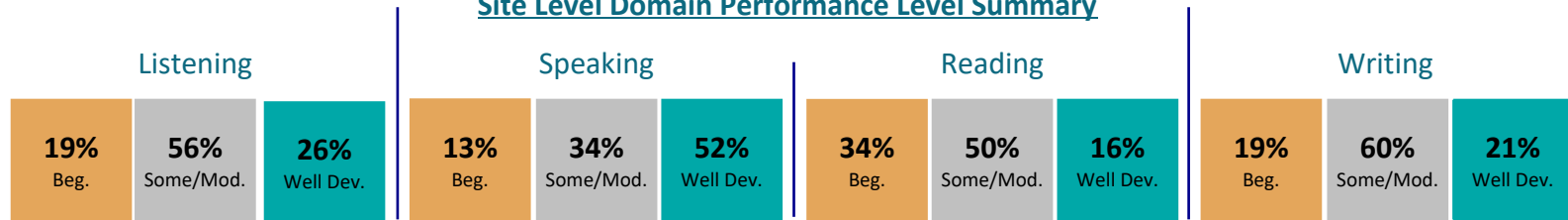
# ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Lafayette

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



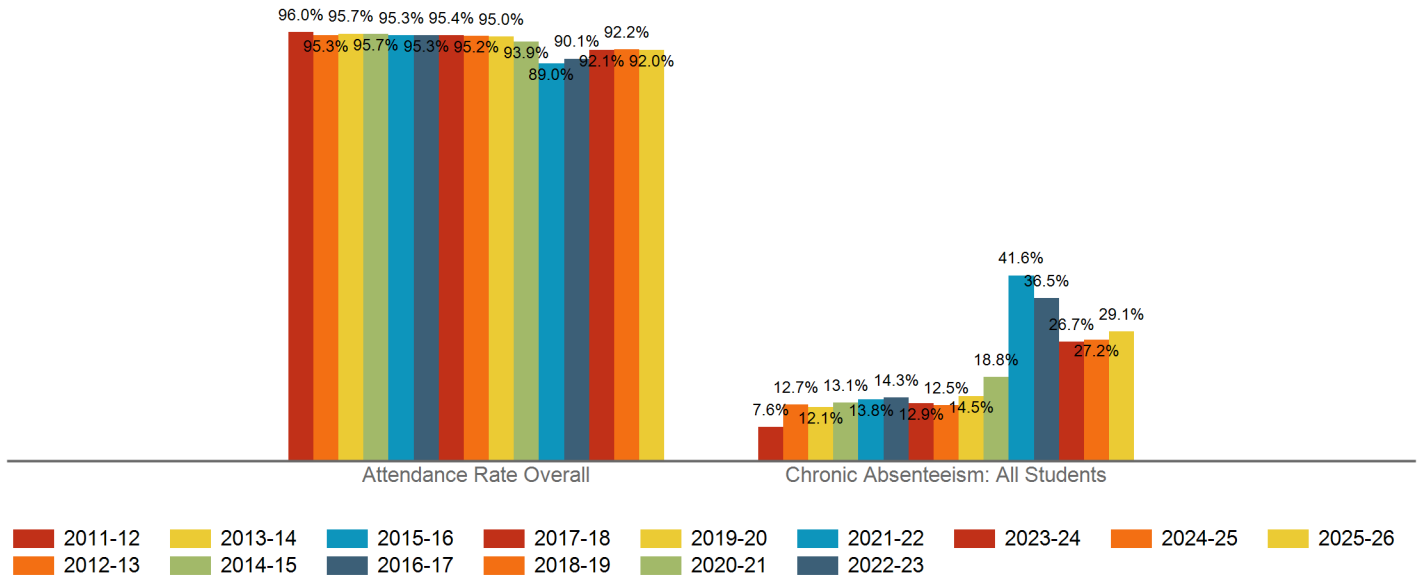
## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>00</b>	0%	57%	43%	0%	0%	100%	0%	14%	71%	14%	14%	86%	0%	14%	29%	57%
<b>01</b>	8%	16%	34%	42%	8%	66%	26%	13%	26%	61%	11%	74%	16%	8%	34%	58%
<b>02</b>	14%	30%	40%	16%	26%	40%	34%	20%	58%	22%	28%	24%	48%	12%	72%	16%
<b>03</b>	13%	25%	53%	9%	13%	75%	13%	9%	59%	31%	25%	69%	6%	25%	63%	13%
<b>04</b>	13%	18%	48%	23%	20%	50%	30%	5%	13%	83%	48%	50%	3%	13%	83%	5%
<b>05</b>	22%	28%	33%	17%	28%	47%	25%	17%	6%	78%	64%	36%	0%	44%	50%	6%

# Attendance/Chronic Absenteeism Rate

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students.</p> <p>By the end of June, 2025- Lafayette Identity, Agency, and Belonging will increase by 5%</p> <p>By the end of June 2025, Lafayette Identity, Agency, and Belonging with our African American subgroup will increase by 7%.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (African American) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (Homeless Youth) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys.</p>

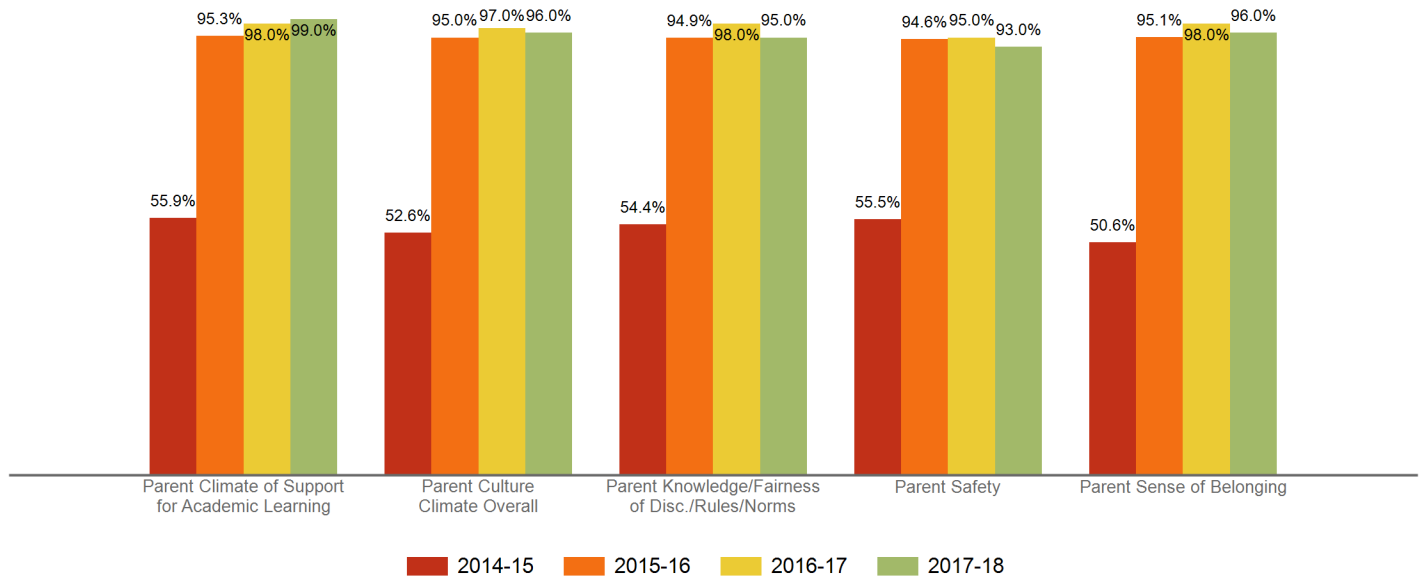


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	<p>In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students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

# Culture-Climate Survey (Parent)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students.</p> <p>By the end of June, 2025- Lafayette Identity, Agency, and Belonging will increase by 5%</p> <p>By the end of June 2025, Lafayette Identity, Agency, and Belonging with our African American subgroup will increase by 7%.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (African American) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (Homeless Youth) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys.</p>



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

# Culture-Climate Survey (Parent)

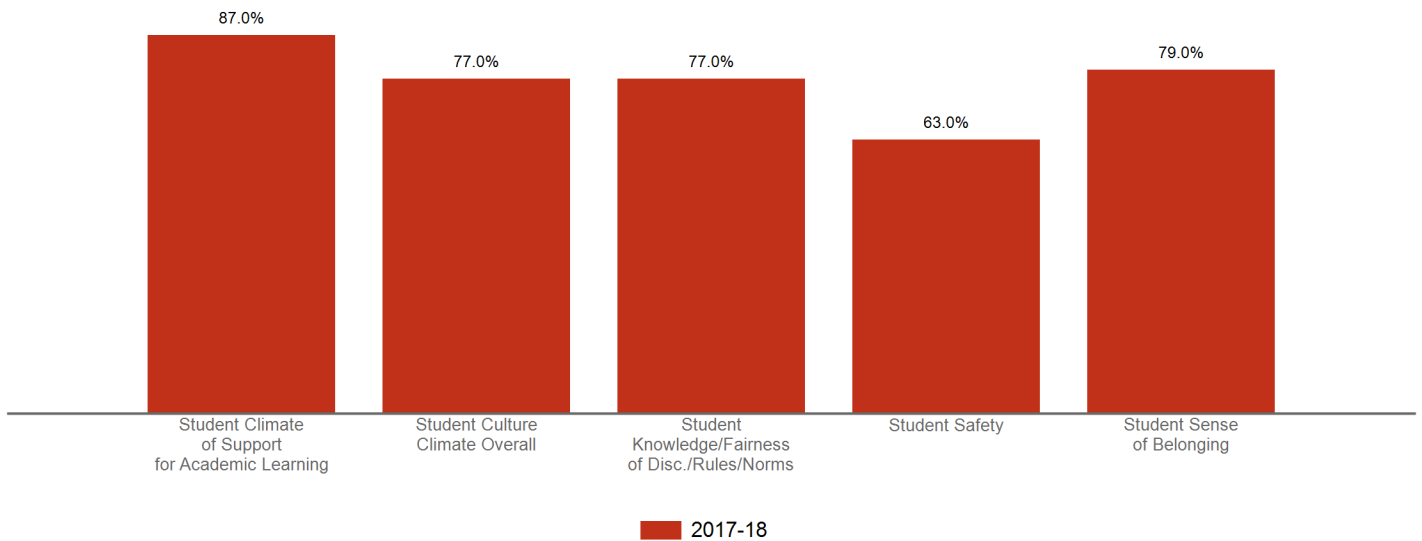
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with "at home resources" for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities; Support the school's efforts to operationalize the Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas; Oversee the school-wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization the Transformative Social Emotional competencies; Support teachers in Support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data related to the efficacy of those programs and provide staff training as needed; Coordinate the school's tiered support systems with administration; Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and student/achievement success Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIPs to support the school; Supports in parent surveys; Gathers resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs		Program Facilitator
3	Recreation aides to provide supervision and safety on the playground		Hourly - Recreation Leader
Total			

# Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students.</p> <p>By the end of June, 2025- Lafayette Identity, Agency, and Belonging will increase by 5%</p> <p>By the end of June 2025, Lafayette Identity, Agency, and Belonging with our African American subgroup will increase by 7%.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (African American) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (Homeless Youth) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys.</p>



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

# Culture-Climate Survey (Student-Staff)

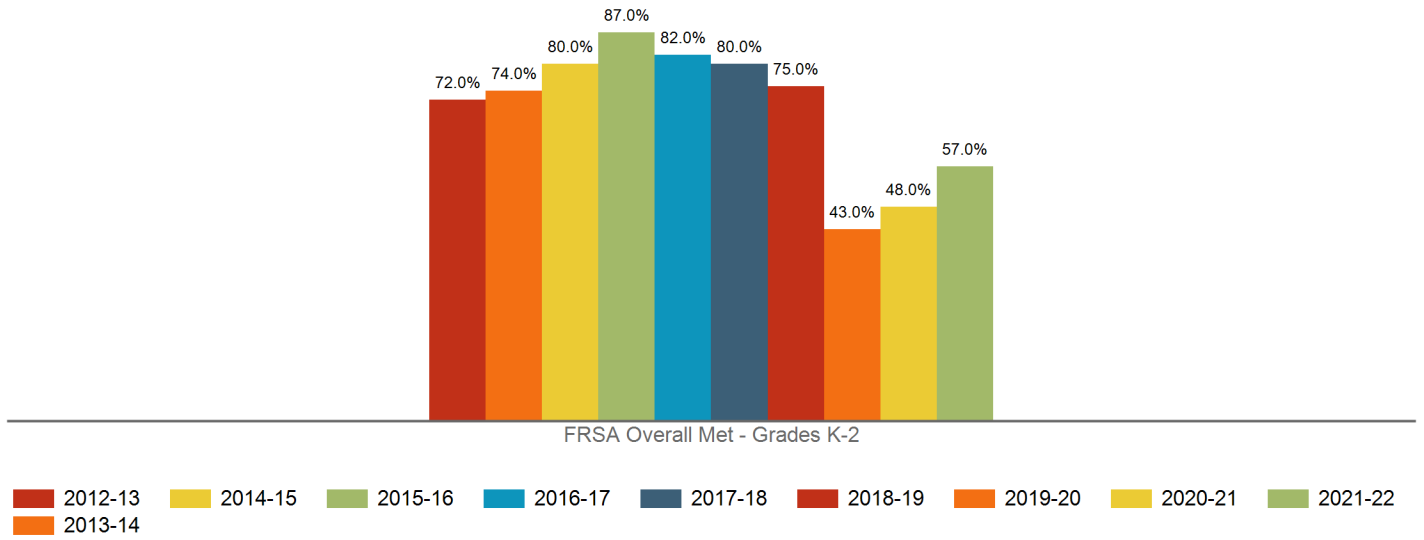
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with "at home resources" for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities; Support the school's efforts to operationalize the Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas; Oversee the school-wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization the Transformative Social Emotional competencies; Support teachers in Support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data related to the efficacy of those programs and provide staff training as needed; Coordinate the school's tiered support systems with administration; Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and student/achievement success Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIPs to support the school; Supports in parent surveys; Gathers resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs		Program Facilitator
3	Recreation aides to provide supervision and safety on the playground		Hourly - Recreation Leader
Total			

# Elementary Reading - FRSA

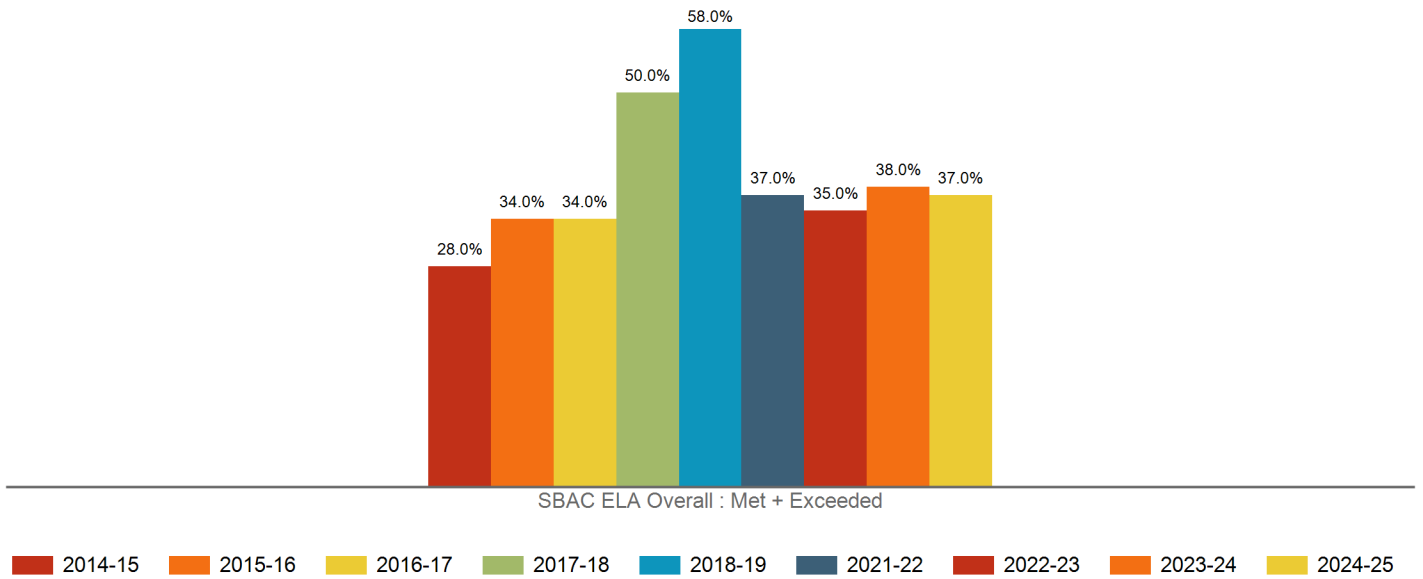
School Year: 24-25

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



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.		Substitute teacher full day
2	Provide opportunities for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development		Materials
Total			

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

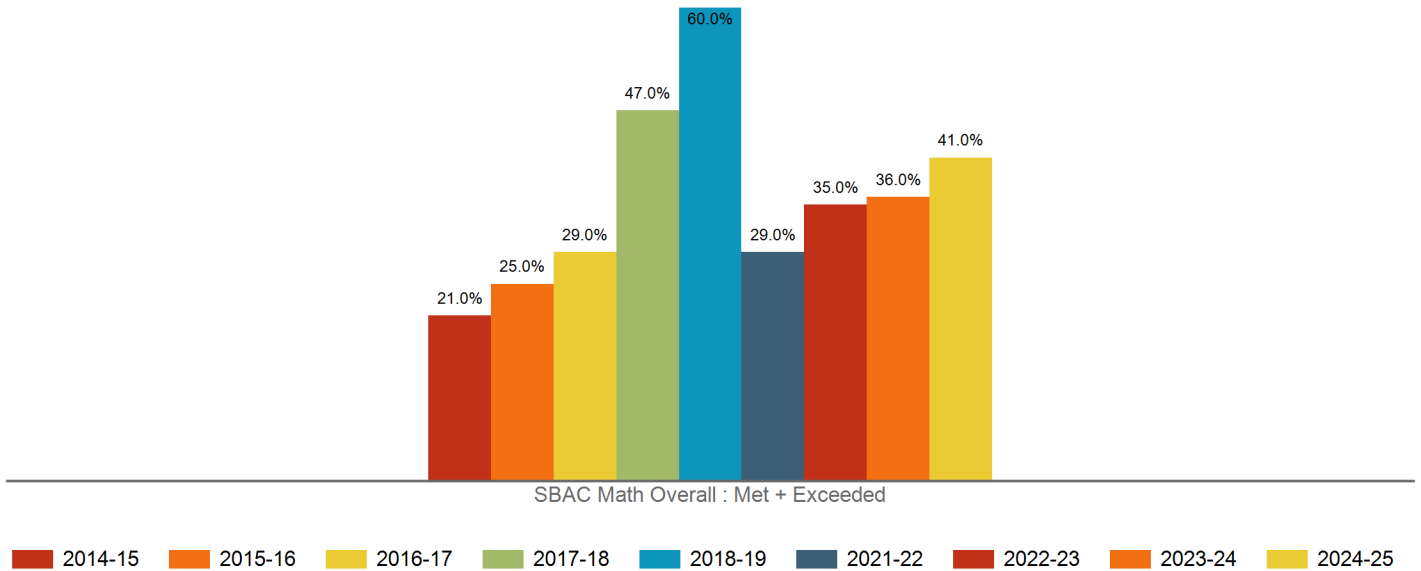


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.		Substitute teacher full day
2	Provide opportunities for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development		Materials
Total			

# SBAC Math

School Year: 24-25

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



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.		Substitute teacher full day
2	Provide opportunities for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development		Materials
Total			

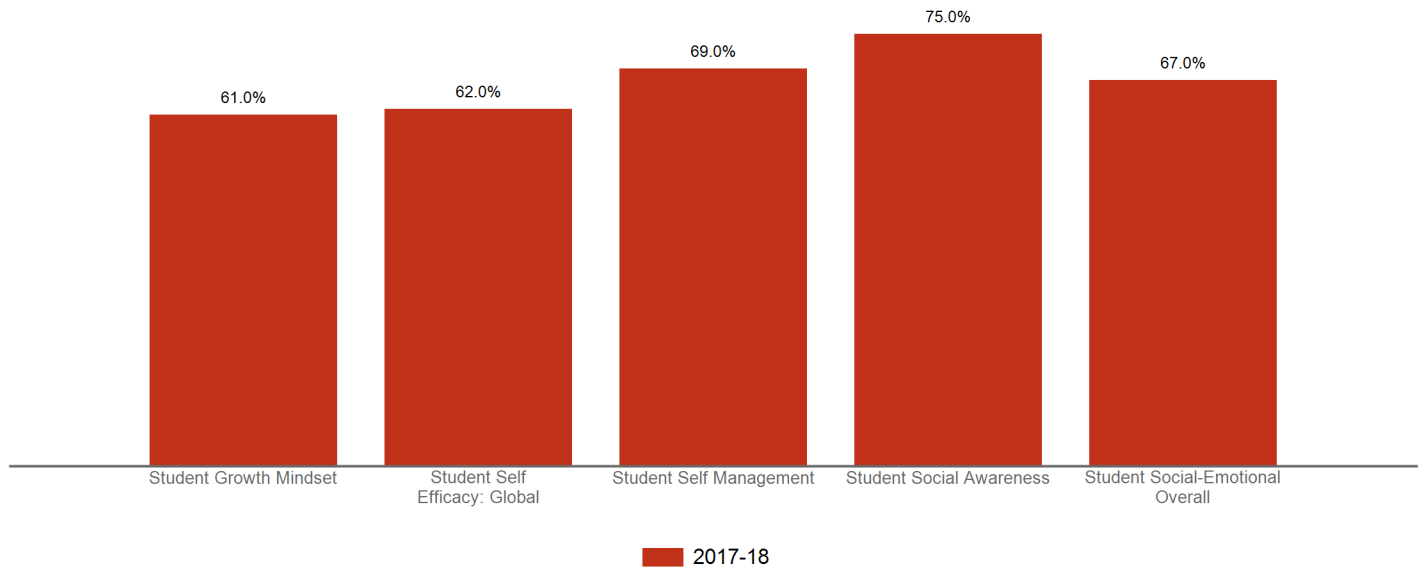
Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
22130	4	10/29/24	1/17/25	34	0.5	17
22131	4	10/29/24	1/17/25	34	0.5	17
22132	5	10/29/24	1/17/25	34	0.5	17
22133	4	10/29/24	1/17/25	34	0.5	17
22134	4	10/29/24	1/17/25	34	0.5	17
22135	4	10/29/24	1/17/25	34	0.5	17

<b>Mathematics Interventions</b>						
<b>Intervention ID</b>	<b># Students</b>	<b>Intervention Start Date</b>	<b>Intervention End Date</b>	<b># Of Sessions</b>	<b>Hours per Session</b>	<b>Total Hours</b>
	25					102

# SEL Survey

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students.</p> <p>By the end of June, 2025- Lafayette Identity, Agency, and Belonging will increase by 5%</p> <p>By the end of June 2025, Lafayette Identity, Agency, and Belonging with our African American subgroup will increase by 7%.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (African American) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (Homeless Youth) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys.</p>



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

## SEL Survey

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with "at home resources" for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities; Support the school's efforts to operationalize the Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas; Oversee the school-wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization the Transformative Social Emotional competencies; Support teachers in Support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data related to the efficacy of those programs and provide staff training as needed; Coordinate the school's tiered support systems with administration; Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and student/achievement success Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIP's to support the school; Supports in parent surveys; Gathers resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs		Program Facilitator
3	Recreation aides to provide supervision and safety on the playground		Hourly - Recreation Leader
Total			

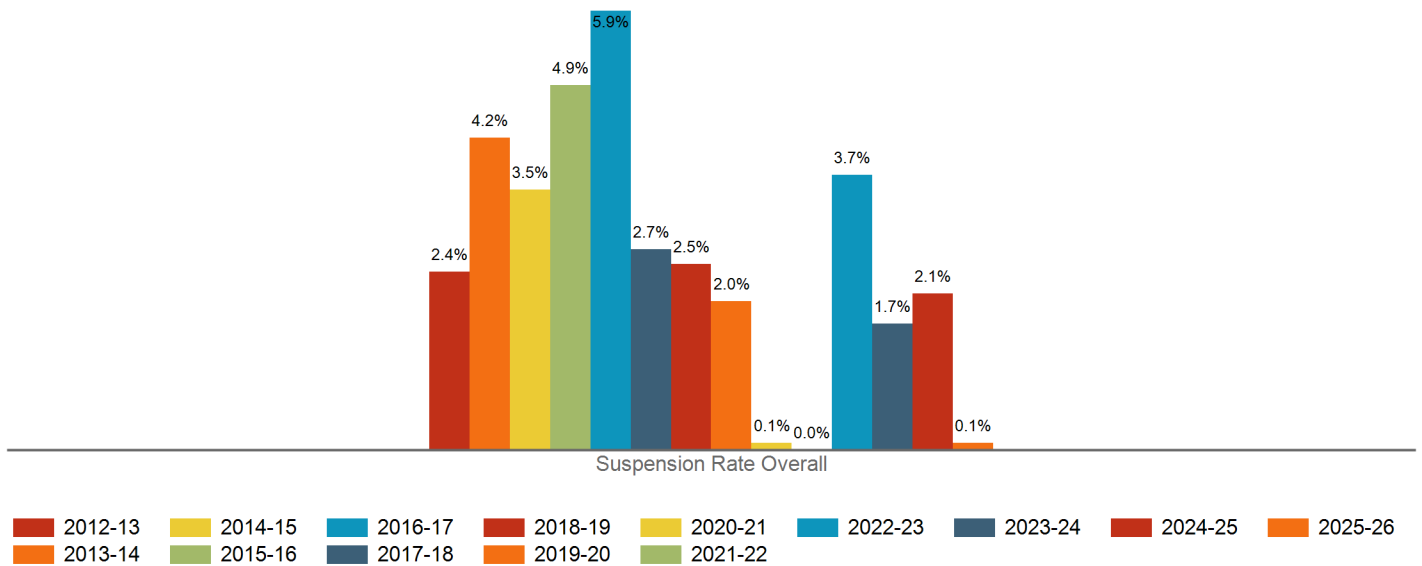
## Social/Emotional Learning Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
24674	14	5/9/25	6/6/25	6	0.5	3
24675	18	3/7/25	4/25/25	6	0.5	3
24676	7	1/31/25	2/28/25	5	0.5	2.5
24677	17	10/11/24	12/20/24	6	0.5	3
24678	16	10/17/24	12/12/24	8	0.5	4
24679	10	3/20/25	5/15/25	8	0.5	4
24680	23	8/27/24	6/12/25	25	0.5	12.5
24681	13	8/27/24	6/12/25	25	0.25	6.25
	<b>118</b>					<b>38.25</b>

# Suspension/Expulsion Rate

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Teachers will receive Tier 1 support from the social emotional learning facilitator to adopt and implement the Harmony SEL program, everyday practices and lessons. The counselor will provide Tier 2 and Tier 3 SEL support targeting students.</p> <p>By the end of June, 2025- Lafayette Identity, Agency, and Belonging will increase by 5%</p> <p>By the end of June 2025, Lafayette Identity, Agency, and Belonging with our African American subgroup will increase by 7%.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (African American) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>By the end of June, 2025- Lafayette will demonstrate overall and subgroup (Homeless Youth) daily attendance rates higher and chronic absenteeism rates lower than the District averages.</p> <p>Progress monitoring will be conducted regularly during admin, PBIS/SEL committee, teacher planning sessions, classroom visits, and periodic student surveys.</p>



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

# All Parents

## School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community Counseling, Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectiveness to the school community. However, to monitor state education code, the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques.	\$90,248	
	Provide opportunities for families to engage with Lafayette through the co-planning and implementation of school sponsored events held during the school day or beyond school hours. This would include funding for related materials, supplies, and additional hourly for staff members to facilitate these events	\$5,804	
	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.	\$50,332	Substitute teacher full day
2	Provide opportunities for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development	\$20,000	Materials
	Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with "at home resources" for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities; Support the school's efforts to operationalize the Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas; Oversee the school-wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization the Transformative Social Emotional competencies; Support teachers in Support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data related to the efficacy of those programs and provide staff training as needed; Coordinate the school's tiered support systems with administration; Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and student/achievement success Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIPs to support the school; Supports in parent surveys; Gathers resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs	\$90,298	
3	Recreation aides to provide supervision and safety on the playground	\$63,417	
<b>Total</b>		<b>\$320,099</b>	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community Counseling, Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectiveness to the school community. However, to monitor state education code, the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques.	\$90,248	
	Provide opportunities for families to engage with Lafayette through the co-planning and implementation of school sponsored events held during the school day or beyond school hours. This would include funding for related materials, supplies, and additional hourly for staff members to facilitate these events	\$5,804	
	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.	\$50,332	Substitute teacher full day
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	Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with at home resources for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities; Support the school's efforts to operationalize the Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas; Oversee the school-wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization of the Transformative Social Emotional competencies; Support teachers in support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data related to the efficacy of those programs and provide staff training as needed; Coordinate the school's tiered support systems with administration; Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and student/achievement success. Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIPs to support the school; Supports in parent surveys; Gathers resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs	\$90,298	
3	Recreation aides to provide supervision and safety on the playground	\$63,417	
Total		\$320,099	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	In conjunction with admin, the counselor will develop positive behavioral intervention systems to acknowledge students adhering to the Guidelines for Success. The counselor will provide small group and 1:1 support to At-Promise students to help eliminate barriers to school success related to mental health. These sessions will focus on supporting students' social-emotional development relating to grief, anger management, self-regulation, and anxiety. Additionally, the counselor will provide support to families of At-Promise students by helping coordinate services through local community providers: i.e. Starview Community Counseling, Assistance League of Long Beach, etc. The intent is to reduce learning barriers through coping strategies, tutoring, mentorship, and/or providing school supplies to those in need. The counselor serves as a case manager and facilitator of the SST process by focusing on a wrap-around approach by helping At-Promise students with personal, psychological and academic needs. The counselor is assigned the coordination of the attendance program to combat chronic truancy with an emphasis on developing positive approaches to promote connectiveness to the school community. However, to monitor state education code, the counselor will be responsible for managing the SART and SARB process at Lafayette. The counselor will assist with the analysis and intervention support for students with high behavioral concerns. Small groups and 1:1 counseling is provided to improve civility among students by promoting problem-solving techniques.	\$90,248	
	Provide opportunities for families to engage with Lafayette through the co-planning and implementation of school sponsored events held during the school day or beyond school hours. This would include funding for related materials, supplies, and additional hourly for staff members to facilitate these events	\$5,804	
	TK-5 teachers will be provided with release time for ELA, math, SEL, and science related professional development for the purpose of curriculum planning and data analysis with their respective grade levels. Frequent opportunities for grade level planning and collaboration within the school's focus areas will build collective efficacy and support student achievement outcomes.	\$50,332	Substitute teacher full day
2	Provide opportunities for staff to attend professional development workshops, contract with staff developers, or purchase needed materials for professional development	\$20,000	Materials
	Support implementation of Tier I SEL curriculum through coaching, modeling of lessons and everyday practices (Meet Up and Buddy Up), and lesson planning with curriculum scope and sequence resources; Provide supplemental support to address concerns outlined in the Lafayette CORE survey and Pulse survey related to identity, agency, and belonging; Provide resources in support of SEL curriculum and practices to teachers and staff via weekly communication; Support parents and community members with "at home resources" for SEL curriculum; Modeling and facilitate SEL practices with adults during staff, grade level meetings and professional development opportunities; Support the school's efforts to operationalize the Understandings Continuum, especially as related to U6 and its Foundational Beliefs and Teacher Practices; Support Recreation team with tangible SEL strategies to support common areas; Oversee the school-wide implementation of Safe and Civil tenets (Guidelines for Success, Ratios of Interaction, Tiered Responses, etc.); Provide training/coaching opportunities with staff on utilization of the Transformative Social Emotional competencies; Support teachers in Support school-wide recognition through monthly assemblies that promote Growth Mindset- Character traits - Guidelines for Success; Maintain and correlate data related to the efficacy of those programs and provide staff training as needed; Coordinate the school's tiered support systems with administration; Address academic and chronic behavior concerns by meeting with parents, observing in classrooms, and supporting behavior through the use of incentives and contracts; Coach staff to increase their effectiveness with students in use of research-based practices that raise levels of positive student engagement; Participate as a member of the Positive Behavioral Interventions and Supports (PBIS) committee to plan, monitor, and evaluate the instructional program and student/achievement success. Acts as a liaison between the school and Lafayette families; Coordinates program operations with students, families, and community agencies; Supports the school by partnering with families to understand academic levels of their child and how to partner in supporting the learning; Coordinates curriculum special events; Supports school staff in planning and delivering family workshops; Coordinates, recruits, and trains VIPs to support the school; Supports in parent surveys; Gathers resources and builds relationships with outside stakeholders; Engages local businesses and nonprofits to support the school by integrating resources from these external sources in an equitable manner to strengthen student learning and development; Assists with improving student attendance; Translates as necessary at parent events; Coordinate before and after school enrichment activities and programs	\$90,298	
3	Recreation aides to provide supervision and safety on the playground	\$63,417	
Total		\$320,099	

## School Plan for Student Achievement Addendum 2025-2026

### Additional Targeted Support and Improvement (ATSI)

#### Lafayette Elementary School

If TSI/ATSI, identify subgroups:

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

### Attestation:

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

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

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

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

Date Approved by SSC

12/17/25

Signature of Principal

Signature of SSC Chair

## Resource Inequities

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

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

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

**Comments about Resource Inequities** *(optional)*

[Redacted area]

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

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

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

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

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

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

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

## Monitoring and Evaluating Effectiveness

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

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

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

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Plan Escolar para el Logro Estudiantil Anexo 2025-2026**

**Elija la designación**

**Elija el nombre de la escuela**

Si es TSI o ATSI, identifique los subgrupos::

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

**Atestación:**

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

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

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

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

*\*por sus siglas en inglés*

Fecha de aprobación por el SSC

12/17/25

Firma del director

[Redacted Signature]

Firma del presidente del SSC

[Redacted Signature]

## Inequidad de recursos

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

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

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

**Comentarios sobre la inequidad de recursos** *(opcional)*

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

### Apoyo para Escuelas Identificadas

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

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

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

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

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

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

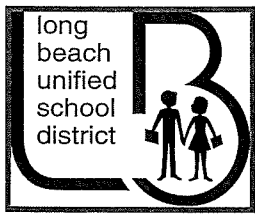
### Supervisión y evaluación de la eficacia

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

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

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

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



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

David Komatz, Principal  
HOME-SCHOOL COMPACT

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

**THE PARENT/GUARDIAN PLEDGE**

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

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

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

**THE STUDENT'S PLEDGE**

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

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

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

Parent's  
Signature \_\_\_\_\_  
Date: \_\_\_\_\_

**THE TEACHER'S PLEDGE**

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

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

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

**THE SCHOOL'S PLEDGE**

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

Lafayette Elementary School will be responsible for the following:

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

Teacher's signature \_\_\_\_\_ Date: \_\_\_\_\_



12/3/25



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

David Komatz, Director  
CONTRATO HOGAR-ESCUELA

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

Firma del Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

**PROMESA DE LOS PADRES/TUTORES LEGALES**

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

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

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

**PROMESA DEL ESTUDIANTE**

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

Como estudiante, yo seré responsable de lo siguiente:

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

Firma de los padres: \_\_\_\_\_ Fecha: \_\_\_\_\_

**PROMESA DEL MAESTRO**

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

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

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

**PROMESA ESCOLAR**

La Escuela Primaria Lafayette entiende que es su responsabilidad apoyar y facilitar los esfuerzos de su comunidad estudiantil, padres/tutores, maestros. La Escuela Primaria Lafayette será responsable por lo siguiente:

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

Firma del Maestro: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma de el Director: \_\_\_\_\_ Fecha: 12/3/25



## **Lafayette Elementary School Parental Involvement Guidelines**

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

### **PART I**

Lafayette agrees to implement the following requirements:

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

### **PART II**

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

1. Lafayette will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Attendance at one of the district trainings or school site training. Topics include:
    - i. Responsibilities & Roles of SSC and its members
    - ii. Composition of SSCs
    - iii. Budgetary considerations
    - iv. School Plan for Student Achievement
    - v. Role of ELAC and other advisory committees

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

- At SSC & ELAC meetings

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

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

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

- At School site council meetings

### **PART III**

#### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Lafayette will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - District trainings offered for parents and staff
  - Parent education workshops on site
  - Parent-Teacher Conferences
  - Monthly calendars of Parent Workshops posted on district website
  - DCAC, DELAC and other district parent forums/meetings
  - District website resources: click "E" for Equity Engagement and Partnerships
  - Utilize School Messenger, Lafayette Website, and applicable social media platforms to communicate
2. Lafayette will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:
  - Outlines shared responsibility of home, school and student in academic achievement
  - Developed, discussed and reviewed at first SSC and ELAC meetings
  - School site council must vote to approve compact
3. Lafayette will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following
  - the state's academic content standards
  - the state and local academic assessments including alternate assessments
4. Lafayette will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Parent Workshops

5. Lafayette will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Teacher/Staff In-services
  
6. Lafayette will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Administration and office staff will be doing the translations of written materials/notifications that are sent to parents

**PART IV.  
DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES  
COMPONENTS**

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

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

\* \* \* \* \*

**PART V.      ADOPTION**

This Lafayette Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the

site's School Site Council members on 12/3/25 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or after 12/4/25. Lafayette, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

  
\_\_\_\_\_  
Signature of Principal

12/3/25  
\_\_\_\_\_  
Date



## Escuela de Lafayette

# Guías de Participación para los Padres

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

### **PARTE 1**

Lafayette está de acuerdo de implementar los siguientes requisitos:

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

### **PARTE 11.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **PARTE III**

#### **RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES**

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

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

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

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

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

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

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

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

\* \* \* \* \*

## PARTE V. ADOPCIÓN

Esta Guía de Participación Escolar para Padres ha sido desarrollada en adjunto con y en común acuerdo de los padres de los niños participantes en los Programas del Título 1 Parte A . Estas Guías fueron adoptada por los miembros del SSC en **3 de diciembre de 2025** y serán efectivas por un periodo de 1 año La escuela proveer una copia de las Guías a padres en o después del 4 de diciembre del 2025- Lafayette, cuando le sea posible, proveerá una copia de estas Guías a los padres en el idioma que los padres puedan comprender.



(Firma del funcionario(a) autorizado)

12/3/25  
Fecha