

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lafayette School	Elementary	12-75515-6007793	04/02/2026	

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

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

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

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

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

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

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Plan Description

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

Lafayette Elementary School's School Plan for Student Achievement (SPSA) is aligned with the Eureka City Schools Local Control and Accountability Plan (LCAP) and reflects the district's commitment to ensuring every learner is engaged, empowered, and future-ready. Site goals, actions, and expenditures are designed to support district priorities related to academic achievement, student engagement, school climate, equitable access to supports, and positive outcomes for all students.

Lafayette Elementary School's plan for meeting ESSA planning requirements for Additional Targeted Support and Improvement (ATSI) focuses on addressing disparities in chronic absenteeism and suspension rates through relationship-centered systems, restorative practices, and equitable access to support. Current ATSI identification is connected to the student subgroup identified as Two or More Races in the areas of chronic absenteeism and suspension.

Lafayette Elementary serves as the district site for the Therapeutic Support Classroom (TSC) program, which supports students with significant behavioral, social-emotional, and regulatory needs from across Eureka City Schools. Due to the nature of the TSC program, students may enter, exit, or transition throughout the school year based on individualized placement decisions and support needs. This dynamic student population may impact schoolwide attendance and behavioral data and is an important contextual factor when analyzing chronic absenteeism and suspension trends.

Lafayette Elementary is committed to creating safe, inclusive, and learner-centered environments where students feel connected, valued, and supported. Through implementation of our schoolwide ROAR expectations—Respect, Ownership, Act Kindly, and Ready to Learn—the school prioritizes proactive behavioral supports, restorative and relationship-centered practices, social-emotional learning, and explicit instruction in self-regulation and positive peer interaction skills.

Through a Multi-Tiered System of Supports (MTSS), Community Schools partnerships, family engagement efforts, and restorative approaches to discipline, Lafayette Elementary works to increase student belonging, strengthen attendance, reduce exclusionary discipline practices, and improve academic and social-emotional outcomes for all students. Staff continue to strengthen implementation of trauma-informed practices, culturally responsive teaching, equitable behavioral supports, and learner-centered instructional practices aligned to district priorities and the Portrait of a Graduate competencies.

Lafayette Elementary will continue to monitor student outcome data, analyze subgroup trends, and refine systems of support to ensure equitable access to meaningful learning opportunities and positive school experiences for all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

On March 5th, 2026, the SSC convened to examine academic and school climate data from the 2024–2025 school year. During this meeting, stakeholders reviewed assessment outcomes, identified areas of growth and need, and discussed site priorities. The principal also presented a draft budget aligned to stakeholder feedback and prior input from the teaching staff.

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

The SSC reviewed the proposed 2026–2027 SPSA on April 2nd, 2026. Input from a broader range of stakeholders was also collected throughout the school year via our Community Schools Program. This included in-person meetings, one-on-one interviews, and digital surveys conducted at both the site and district levels.

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

Resource Inequities

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

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

Lafayette Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) under the Every Student Succeeds Act (ESSA) due to elevated rates of chronic absenteeism among students identified as Two or More Races. In addition, current dashboard data reflects ongoing concerns related to chronic absenteeism and suspension rates among students experiencing homelessness. These trends highlight persistent inequities in student access to consistent learning opportunities, stable school engagement, and supportive educational environments.

Lafayette Elementary serves as the district site for the Therapeutic Support Classroom (TSC) program, which supports students with significant behavioral, social-emotional, and regulatory needs from across Eureka City Schools. Due to the nature of the TSC program, students may enter, exit, or transition throughout the school year based on individualized placement decisions and support needs. This dynamic student population may impact schoolwide behavioral and suspension data and is an important contextual factor when analyzing sitewide trends related to discipline and student regulation.

To address these inequities, Lafayette Elementary continues to leverage its Community Schools framework, Multi-Tiered System of Supports (MTSS), and restorative and relationship-centered practices to strengthen student engagement, belonging, and access to support. A full-time Community Schools Family Liaison works closely with families to identify barriers to attendance, provide resources, and foster trusting home-school partnerships. The school also collaborates with district-level support staff, including social workers, behavior support personnel, and student engagement specialists, to provide individualized intervention plans and wraparound supports for students with elevated attendance or behavioral needs.

Lafayette Elementary prioritizes proactive and preventative systems aligned to the school's ROAR expectations—Respect, Ownership, Act Kindly, and Ready to Learn. Through explicit teaching of behavioral expectations, restorative practices, social-emotional learning, trauma-informed approaches, and culturally responsive teaching strategies, the school works to reduce exclusionary discipline practices while increasing student connection, accountability, and engagement.

Additional strategies include personalized attendance interventions, family outreach, restorative circles and conversations, student check-ins, behavior support planning, and ongoing staff professional development focused on equity, de-escalation, and restorative responses to conflict. These layered supports are designed to ensure that students—particularly those in historically underserved groups—experience safe, inclusive, and supportive learning environments where they feel connected, valued, and equipped for success.

Lafayette Elementary remains committed to ongoing review of disaggregated student data, refinement of intervention systems, and collaboration with families and community partners to improve attendance, reduce suspension disparities, and ensure equitable outcomes for all students.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the 2025 California School Dashboard, Lafayette Elementary School received an Orange performance level for the English Language Arts and Mathematics indicators for the All Students group. These performance levels reflect a continued need to strengthen academic achievement through high-quality instruction, targeted intervention, and equitable access to supports for all students.

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

Other Needs

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

In addition to California School Dashboard data, Lafayette Elementary School utilizes locally collected data sources including attendance trends, behavior referral data, MTSS progress monitoring, school climate information, and student support team data to identify areas of need and measure pupil outcomes. Review of this data indicates continued needs in the areas of student attendance, behavioral support, student engagement, and equitable access to social-emotional and academic interventions for historically underserved student groups.

Under ESSA ATSI identification, students identified as Two or More Races and students experiencing homelessness were identified as student groups demonstrating elevated rates of chronic absenteeism and suspension. These trends highlight the continued need for proactive, relationship-centered systems that increase student belonging, engagement, and access to support.

Steps to be taken include:

Strengthening Multi-Tiered Systems of Support (MTSS):

Continued implementation of schoolwide ROAR expectations through explicit teaching, “Expectation Stations,” and consistent Tier 1 practices across settings.

Expansion of Tier 2 and Tier 3 supports, including Check-In/Check-Out systems, social-emotional small groups, restorative interventions, and individualized attendance and behavior plans.

Integration of attendance, behavior, and wellness data into MTSS meetings for early identification and intervention.

Restorative and Relationship-Centered Practices:

Increased use of restorative circles, student reflection, peer problem-solving, and re-engagement practices in place of exclusionary discipline when appropriate.

Continued implementation of trauma-informed and culturally responsive practices to support equitable responses to student behavior and strengthen student-adult relationships.

Ongoing focus on creating safe, predictable, and inclusive learning environments that foster belonging and positive peer interaction.

Family and Community Partnership:

Continued outreach and support through the Community Schools Family Liaison to strengthen relationships with families and reduce barriers related to attendance and engagement.

Collaboration with district social workers, student engagement staff, and community partners to provide wraparound supports and individualized interventions for students and families with elevated needs.

Increased communication with families regarding attendance, school engagement, and available resources and supports.

Staff Capacity Building:

Ongoing professional learning in PBIS, restorative practices, de-escalation strategies, equity, and culturally responsive teaching.

Continued collaboration between classroom teachers, specialists, support staff, administration, and district personnel to ensure coordinated and consistent support systems for students.

Lafayette Elementary also serves as the district site for the Therapeutic Support Classroom (TSC) program, which supports students with significant behavioral and social-emotional needs from across the district. Due to the fluid nature of TSC placements and transitions throughout the school year, this program may impact sitewide suspension and behavioral data and is an important contextual consideration when analyzing schoolwide trends.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	4.59%	4.63%	3.25%	14	15	10
African American	1.64%	1.54%	0.97%	5	5	3
Asian	13.44%	11.11%	10.71%	41	36	33
Filipino	%	0.31%	0.32%		1	1
Hispanic/Latino	30.82%	32.72%	33.77%	94	106	104
Pacific Islander	0.98%	1.54%	1.62%	3	5	5
White	34.10%	34.88%	36.69%	104	113	113
Multiple/No Response	13.44%	13.27%	12.66%	41	43	39
Total Enrollment				305	324	308

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	71	62	38
Grade 1	44	62	58
Grade 2	54	44	57
Grade3	41	53	45
Grade 4	43	36	49
Grade 5	29	43	37
Total Enrollment	305	324	308

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	80	77	71	32.2%	26.2%	23.1%
Fluent English Proficient (FEP)	4	6	11	1.7%	1.3%	3.6%
Reclassified Fluent English Proficient (RFEP)	0	3		0.4%	0.0%	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39	39	52	36	38	50	36	38	50	92.3	97.4	96.2
Grade 4	30	36	36	30	34	36	30	34	36	100.0	94.4	100
Grade 5	31	31	40	30	31	40	30	31	40	96.8	100	100
All Grades	100	106	128	96	103	126	96	103	126	96.0	97.2	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2368.	2362.	2364.	8.33	5.26	6.00	22.22	21.05	8.00	22.22	23.68	32.00	47.22	50.00	54.00
Grade 4	2406.	2430.	2427.	10.00	14.71	16.67	20.00	29.41	16.67	16.67	8.82	13.89	53.33	47.06	52.78
Grade 5	2446.	2455.	2458.	6.67	6.45	7.50	16.67	25.81	30.00	33.33	22.58	17.50	43.33	45.16	45.00
All Grades	N/A	N/A	N/A	8.33	8.74	9.52	19.79	25.24	17.46	23.96	18.45	22.22	47.92	47.57	50.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	10.53	8.00	55.56	52.63	60.00	36.11	36.84	32.00
Grade 4	3.33	5.88	13.89	63.33	73.53	55.56	33.33	20.59	30.56
Grade 5	3.33	9.68	7.50	60.00	61.29	60.00	36.67	29.03	32.50
All Grades	5.21	8.74	9.52	59.38	62.14	58.73	35.42	29.13	31.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.78	5.26	4.00	58.33	34.21	44.00	38.89	60.53	52.00
Grade 4	6.67	2.94	0.00	46.67	52.94	47.22	46.67	44.12	52.78
Grade 5	3.33	3.23	12.50	60.00	61.29	45.00	36.67	35.48	42.50
All Grades	4.17	3.88	5.56	55.21	48.54	45.24	40.63	47.57	49.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.78	5.26	4.00	61.11	73.68	66.00	36.11	21.05	30.00
Grade 4	3.33	14.71	2.78	80.00	70.59	63.89	16.67	14.71	33.33
Grade 5	6.67	12.90	10.00	60.00	70.97	75.00	33.33	16.13	15.00
All Grades	4.17	10.68	5.56	66.67	71.84	68.25	29.17	17.48	26.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	13.16	4.00	55.56	47.37	78.00	33.33	39.47	18.00
Grade 4	0.00	11.76	5.56	70.00	64.71	63.89	30.00	23.53	30.56
Grade 5	0.00	9.68	10.00	80.00	58.06	65.00	20.00	32.26	25.00
All Grades	4.17	11.65	6.35	67.71	56.31	69.84	28.13	32.04	23.81

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39	39	53	36	38	50	36	38	50	92.3	97.4	94.3
Grade 4	30	36	36	30	35	36	30	35	36	100.0	97.2	100
Grade 5	31	31	40	31	31	40	31	31	40	100.0	100	100
All Grades	100	106	129	97	104	126	97	104	126	97.0	98.1	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2380.	2382.	2347.	11.11	10.53	2.00	13.89	18.42	14.00	19.44	26.32	14.00	55.56	44.74	70.00
Grade 4	2421.	2438.	2429.	3.33	2.86	8.33	20.00	31.43	22.22	36.67	37.14	30.56	40.00	28.57	38.89
Grade 5	2422.	2458.	2452.	3.23	12.90	10.00	16.13	16.13	15.00	12.90	25.81	22.50	67.74	45.16	52.50
Grade 11															
All Grades	N/A	N/A	N/A	6.19	8.65	6.35	16.49	22.12	16.67	22.68	29.81	21.43	54.64	39.42	55.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	7.89	2.00	50.00	42.11	38.00	38.89	50.00	60.00
Grade 4	6.67	11.43	13.89	56.67	60.00	47.22	36.67	28.57	38.89
Grade 5	6.45	9.68	5.00	22.58	51.61	45.00	70.97	38.71	50.00
Grade 11									
All Grades	8.25	9.62	6.35	43.30	50.96	42.86	48.45	39.42	50.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	21.05	6.00	50.00	31.58	30.00	38.89	47.37	64.00
Grade 4	10.00	2.86	11.11	46.67	57.14	33.33	43.33	40.00	55.56
Grade 5	9.68	6.45	7.50	38.71	48.39	52.50	51.61	45.16	40.00
All Grades	10.31	10.58	7.94	45.36	45.19	38.10	44.33	44.23	53.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	13.16	4.00	44.44	52.63	52.00	44.44	34.21	44.00
Grade 4	10.00	8.57	11.11	43.33	68.57	61.11	46.67	22.86	27.78
Grade 5	0.00	12.90	10.00	54.84	54.84	57.50	45.16	32.26	32.50
All Grades	7.22	11.54	7.94	47.42	58.65	56.35	45.36	29.81	35.71

Conclusions based on this data:

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

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1400.9	1398.5	1452.8	1406.7	1414.9	1464.3	1387.6	1360.3	1425.8	22	28	12
1	1456.3	1480.6	1471.6	1473.1	1500.4	1469.7	1438.9	1460.4	1472.9	13	14	18
2	*	1491.9	1491.5	*	1512.4	1504.5	*	1470.9	1477.9	8	15	11
3	1475.6	*	1487.6	1492.3	*	1490.2	1458.5	*	1484.6	11	8	17
4	*	*	*	*	*	*	*	*	*	6	7	6
5	1544.5	*	*	1561.1	*	*	1527.3	*	*	11	6	9
All Grades										71	78	73

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	10.71	16.67	13.64	25.00	50.00	63.64	42.86	25.00	13.64	21.43	8.33	22	28	12
1	0.00	14.29	33.33	46.15	50.00	33.33	53.85	35.71	16.67	0.00	0.00	16.67	13	14	18
2	*	13.33	0.00	*	66.67	81.82	*	13.33	18.18	*	6.67	0.00	*	15	11
3	18.18	*	17.65	27.27	*	35.29	27.27	*	35.29	27.27	*	11.76	11	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	54.55	*	*	9.09	*	*	27.27	*	*	9.09	*	*	11	*	*
All Grades	15.49	11.54	21.92	26.76	42.31	45.21	46.48	33.33	23.29	11.27	12.82	9.59	71	78	73

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.55	17.86	33.33	45.45	21.43	58.33	36.36	32.14	0.00	13.64	28.57	8.33	22	28	12
1	23.08	35.71	27.78	53.85	57.14	33.33	23.08	7.14	33.33	0.00	0.00	5.56	13	14	18
2	*	46.67	63.64	*	46.67	18.18	*	0.00	18.18	*	6.67	0.00	*	15	11
3	45.45	*	35.29	27.27	*	47.06	9.09	*	5.88	18.18	*	11.76	11	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	72.73	*	*	18.18	*	*	9.09	*	*	0.00	*	*	11	*	*
All Grades	29.58	33.33	42.47	40.85	38.46	38.36	22.54	12.82	13.70	7.04	15.38	5.48	71	78	73

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		3.57	16.67		28.57	25.00		42.86	50.00		25.00	8.33		28	12
1		14.29	22.22		21.43	33.33		57.14	22.22		7.14	22.22		14	18
2		6.67	0.00		46.67	54.55		26.67	36.36		20.00	9.09		15	11
3		*	0.00		*	29.41		*	52.94		*	17.65		*	17
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	5.63	6.41	12.33	16.90	26.92	31.51	46.48	42.31	39.73	30.99	24.36	16.44	71	78	73

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.73	17.86	25.00	63.64	46.43	66.67	13.64	35.71	8.33	22	28	12
1	23.08	57.14	50.00	69.23	42.86	38.89	7.69	0.00	11.11	13	14	18
2	*	33.33	45.45	*	60.00	54.55	*	6.67	0.00	*	15	11
3	36.36	*	17.65	45.45	*	52.94	18.18	*	29.41	11	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*
5	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
All Grades	29.58	29.49	35.62	60.56	52.56	49.32	9.86	17.95	15.07	71	78	73

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.55	28.57	41.67	68.18	50.00	50.00	27.27	21.43	8.33	22	28	12
1	30.77	14.29	16.67	69.23	85.71	66.67	0.00	0.00	16.67	13	14	18
2	*	66.67	36.36	*	26.67	63.64	*	6.67	0.00	*	15	11
3	63.64	*	76.47	18.18	*	11.76	18.18	*	11.76	11	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*
5	81.82	*	*	18.18	*	*	0.00	*	*	11	*	*
All Grades	36.62	42.31	49.32	52.11	44.87	42.47	11.27	12.82	8.22	71	78	73

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	0.00	16.67	81.82	82.14	75.00	9.09	17.86	8.33	22	28	12
1	7.69	21.43	27.78	46.15	57.14	38.89	46.15	21.43	33.33	13	14	18
2	*	0.00	0.00	*	80.00	81.82	*	20.00	18.18	*	15	11
3	0.00	*	0.00	27.27	*	35.29	72.73	*	64.71	11	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*
5	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
All Grades	5.63	5.13	13.70	59.15	64.10	54.79	35.21	30.77	31.51	71	78	73

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.73	17.86	41.67	45.45	46.43	41.67	31.82	35.71	16.67	22	28	12
1	0.00	0.00	33.33	92.31	85.71	50.00	7.69	14.29	16.67	13	14	18
2	*	13.33	9.09	*	66.67	72.73	*	20.00	18.18	*	15	11
3	9.09	*	5.88	54.55	*	82.35	36.36	*	11.76	11	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*
5	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
All Grades	18.31	10.26	19.44	59.15	66.67	66.67	22.54	23.08	13.89	71	78	72

Conclusions based on this data:

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

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

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
324	73.1%	23.8%	1.5%
Total Number of Students enrolled in Lafayette Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	23.8%
Foster Youth	5	1.5%
Homeless	36	11.1%
Socioeconomically Disadvantaged	237	73.1%
Students with Disabilities	69	21.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.5%
American Indian	15	4.6%
Asian	36	11.1%
Filipino	1	0.3%
Hispanic	106	32.7%
Two or More Races	43	13.3%
Pacific Islander	5	1.5%
White	113	34.9%

Conclusions based on this data:

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

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

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While English Language Arts performance has remained relatively stable, overall achievement in both ELA and Mathematics continues to fall below state standards, with mathematics showing greater areas of decline across grade levels. Continued focus on strong Tier 1 instruction, targeted intervention, professional development, and consistent instructional practices will remain a priority.

2. English Learner Progress data reflects positive growth, suggesting that increased ELD supports, targeted instruction, and collaborative systems are having a meaningful impact on student language development.
3. Conditions and Climate indicators, including suspension and chronic absenteeism data, reflect areas of continued focus and gradual improvement. As the site of the district's Therapeutic Support Classroom (TSC), Lafayette serves students with significant behavioral and social-emotional needs from across the district. Continued emphasis on PBIS, restorative and relationship-centered practices, student engagement, and attendance supports will remain important to fostering a positive and supportive school environment for all learners.

School and Student Performance Data

Academic Performance English Language Arts

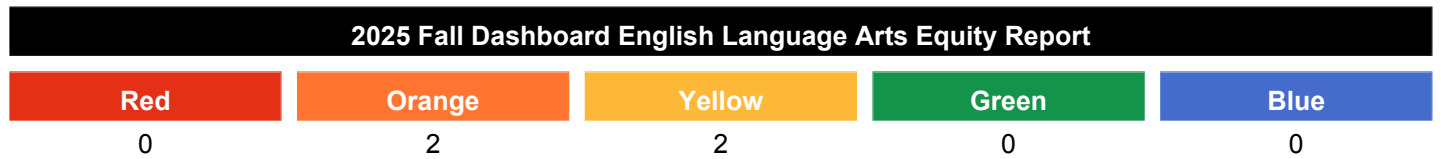
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>52.6 points below standard</div> <div>Maintained -1.3 points</div> <div>126 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>60.2 points below standard</div> <div>Increased 26.4 points</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>83.4 points below standard</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>50.6 points below standard</div> <div>Increased 3.3 points</div> <div>110 Students</div>

Students with Disabilities  Orange 85.4 points below standard Increased 26.8 points 30 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 74.4 points below standard Declined 16.3 points 12 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 50.8 points below standard Increased 18 points 38 Students
Two or More Races  No Performance Color 19.2 points below standard Increased 19 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange 53.9 points below standard Declined 6 points 50 Students

Conclusions based on this data:

1. While several student groups continue to perform below standard in English Language Arts, data reflects areas of growth among key student groups. Continued focus on targeted intervention, strong Tier 1 instruction, and differentiated supports will remain important to improving outcomes for all learners.
2. Students with disabilities, Hispanic students, students identifying as Two or More Races, and socioeconomically disadvantaged students demonstrated increased performance in ELA, suggesting that targeted academic and support systems are contributing to positive growth.
3. English Learner data reflects notable improvement in ELA performance, indicating that expanded ELD supports, language development strategies, and collaborative instructional practices are positively impacting student progress.

School and Student Performance Data

Academic Performance Mathematics

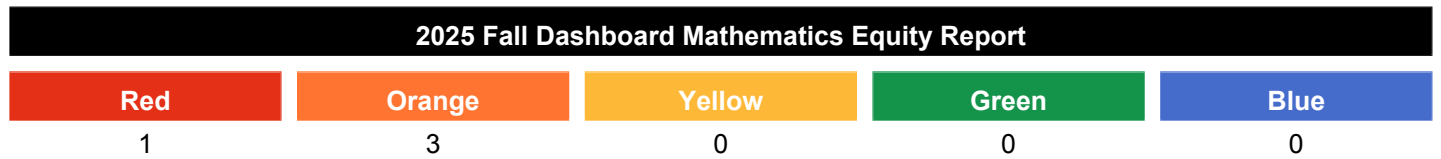
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>74.3 points below standard</div> <div>Declined 20.7 points</div> <div>126 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>69.7 points below standard</div> <div>Maintained 2.4 points</div> <div>35 Students</div>	<div>Long-Term English Learners</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>80.8 points below standard</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>70.1 points below standard</div> <div>Declined 19.5 points</div> <div>110 Students</div>

Students with Disabilities  Red 127.6 points below standard Declined 4.1 points 30 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 79.8 points below standard Declined 38.4 points 12 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 67.9 points below standard Declined 15 points 38 Students
Two or More Races  No Performance Color 42.7 points below standard Increased 8.2 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange 84.8 points below standard Declined 19.4 points 50 Students

Conclusions based on this data:

1. Mathematics performance data indicates that many student groups continue to perform below state standards, with declines noted across several subgroups. Continued focus on strong Tier 1 instruction, targeted intervention, and consistent instructional practices in mathematics will remain a priority.
2. English Learner performance in mathematics remained relatively stable this year, though achievement levels continue to indicate a need for ongoing academic and language supports within math instruction.
3. While many student groups demonstrated declines in mathematics performance, the Two or More Races subgroup demonstrated measurable growth, suggesting that targeted supports and intervention strategies may be contributing to positive outcomes for some learners.

School and Student Performance Data

Academic Performance Science

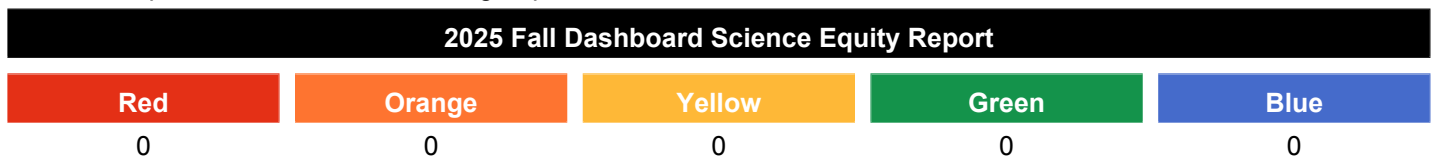
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>50.8 science points</p> <p>Increased 3.8 points</p> <p>42 Students</p>	English Learners  <p>No Performance Color</p> <p>49.3 science points</p> <p>11 Students</p>	Long-Term English Learners  <p>No Performance Color</p> <p>0 Students</p>
Foster Youth  <p>No Performance Color</p> <p>0 Students</p>	Homeless  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>50.7 science points</p> <p>Increased 2.9 points</p> <p>34 Students</p>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 50.8 science points 13 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 54.3 science points Increased 15.9 points 17 Students

Conclusions based on this data:

1. Science performance for All Students increased by 3.8 points to 50.8 points, showing overall growth in science achievement despite no performance color being assigned due to the small student population.
2. Socioeconomically Disadvantaged students also demonstrated growth, increasing by 2.9 points to 50.7 points, suggesting that instructional supports may be positively impacting this subgroup.
3. Many student groups did not receive a performance color because the number of tested students was below the minimum threshold, indicating a need to continue monitoring trends over multiple years and using additional local data sources to guide science instruction and equity efforts.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
55.2 making progress.	making progress.
Number Students: 58 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.5%	29.3%	8.6%	46.6%

Conclusions based on this data:

- English Learner Progress data indicates that the majority of English Learners are making progress toward English proficiency, with nearly half of students progressing at least one ELPI level. Continued focus on designated and integrated ELD instruction will remain important in supporting language acquisition for all learners.
- Data suggests that students performing within the lower ELPI levels continue to benefit from targeted language development supports, scaffolded instruction, and opportunities for academic language practice in both core and intervention settings.
- The continued growth of Lafayette’s English Learner program reflects the impact of expanded ELD supports, collaborative instructional practices, and increased attention to language development across the school community.

School and Student Performance Data

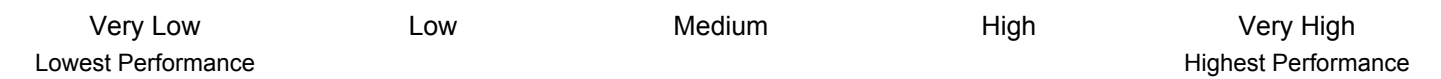
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

30.8% Chronically Absent

Declined 6.2

338 Students

English Learners



Yellow

13.9% Chronically Absent

Declined 11.7

79 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Homeless



Orange

51.9% Chronically Absent

Declined 13.4

54 Students

Socioeconomically Disadvantaged



Yellow

32% Chronically Absent

Declined 7.2

297 Students

Students with Disabilities  Orange 30.4% Chronically Absent Declined 4.2 79 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 6.3% Chronically Absent Declined 37.5 16 Students
Asian  Yellow 13.9% Chronically Absent Declined 4.7 36 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 36.6% Chronically Absent Maintained 0.2 112 Students
Two or More Races  Orange 37% Chronically Absent Declined 22.6 46 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Red 32.5% Chronically Absent Increased 0.6 117 Students

Conclusions based on this data:

1. Chronic absenteeism continues to be a significant area of concern at Lafayette Elementary, with multiple student groups identified in the Yellow, Orange, or Red performance levels. Improving consistent student attendance remains a critical priority for supporting academic achievement and student engagement.
2. While several student groups demonstrated declines in chronic absenteeism rates, groups including students experiencing homelessness, Hispanic students, and White students continue to experience disproportionately high rates of chronic absenteeism. Chronic absenteeism remains an identified area of focus through Lafayette's ATSI designation, and targeted outreach, family partnerships, and intervention supports will continue to be prioritized.
3. Lafayette will continue emphasizing relationship-centered attendance practices, family communication, PBIS supports, and collaborative interventions through Community Schools and site support teams to improve student attendance and connectedness to school.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

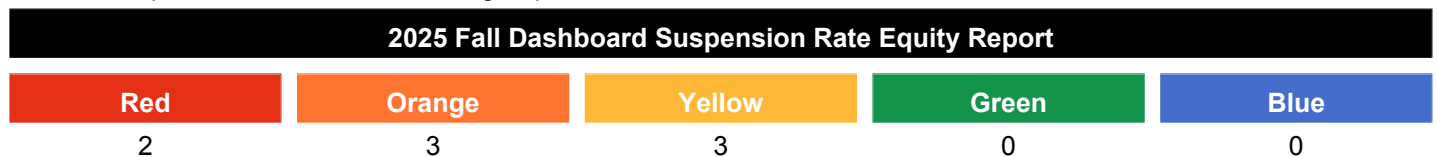
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 <p>Yellow</p> <p>4.3% suspended at least one day</p> <p>Declined 1.3%</p> <p>351 Students</p>	 <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0.1%</p> <p>82 Students</p>	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	 <p>Red</p> <p>10.7% suspended at least one day</p> <p>Increased 2.7%</p> <p>56 Students</p>	 <p>Yellow</p> <p>4.2% suspended at least one day</p> <p>Declined 0.9%</p> <p>309 Students</p>

Students with Disabilities  Red 11% suspended at least one day Increased 3.6% 82 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 5.9% suspended at least one day Declined 12.9% 17 Students
Asian  Orange 2.8% suspended at least one day Increased 0.5% 36 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 3.3% suspended at least one day Increased 1.4% 122 Students
Two or More Races  Yellow 4.3% suspended at least one day Declined 8.2% 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 5.1% suspended at least one day Maintained 0% 118 Students

Conclusions based on this data:

1. Suspension data indicates continued need for restorative practices, proactive behavior supports, and the use of other means of correction to support positive student behavior and reduce exclusionary discipline practices.
2. Suspension rates for students experiencing homelessness subgroup remain identified areas of focus through Lafayette's ATSI designation. Continued emphasis on PBIS systems, relationship-centered practices, family partnerships, and targeted interventions will remain a priority.
3. As the site of the district's Therapeutic Support Classroom (TSC), Lafayette serves students with significant behavioral and social-emotional needs from across the district. Ongoing collaboration between general education staff, specialized programs, mental health supports, and restorative systems remains essential to supporting positive outcomes for all learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Learner Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.

Identified Need

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

Review of California School Dashboard data and locally collected assessment data indicates continued need for targeted academic support in English Language Arts, Mathematics, and English Learner progress. According to the 2025 California School Dashboard, Lafayette Elementary School received an Orange performance level in both English Language Arts and Mathematics for the All Students group. English Language Arts performance reflected 52.6 points below standard and maintained status overall, while Mathematics reflected 74.3 points below standard with a decline of 20.7 points. English Learner Progress was identified at the Yellow performance level, with 55.2% of English Learners making progress toward proficiency.

Subgroup data continues to demonstrate performance disparities among historically underserved student groups, including Students with Disabilities in Mathematics, as well as Students with Disabilities and White students in English Language Arts. These trends highlight the continued need for equitable access to targeted intervention, differentiated instruction, and learner-centered instructional practices.

In addition to state accountability measures, Lafayette Elementary utilizes multiple local measures including Amplify benchmark assessments, mCLASS progress monitoring, classroom-based formative assessment, and MTSS data review to monitor student growth and instructional effectiveness. Mid-year local literacy benchmark data indicates that a significant percentage of students continue to perform below grade-level expectations in foundational literacy skills, reinforcing the need for continued focus on early literacy instruction, intervention systems, and small-group differentiated support.

To address these needs, Lafayette Elementary will continue strengthening high-quality Tier 1 instruction, targeted intervention systems, English Learner supports, and collaborative data analysis practices through a Multi-Tiered System of Supports (MTSS). The school has increased reading intervention staffing to 1.5 FTE intervention teachers to provide additional targeted literacy support for students performing below benchmark. Lafayette Elementary will continue implementation of daily WIN ("What I Need") instructional blocks to provide differentiated instruction, targeted intervention, enrichment opportunities, and flexible student grouping based on current assessment data.

Teachers and support staff will continue participating in collaborative Professional Learning Community (PLC) structures focused on reviewing student data, monitoring progress, identifying instructional needs, and refining intervention strategies. Staff will utilize CAASPP, Amplify, mCLASS, formative assessment, and classroom performance data to guide instructional planning and monitor student growth over time.

Additional focus will be placed on learner-centered instructional practices, academic discourse, writing across content areas, foundational literacy development, and equitable access to rigorous and engaging learning experiences for all students. Ongoing communication with families regarding student progress, attendance, learning goals, and available academic supports will continue to strengthen school-home partnerships and support student success.

Annual Measurable Outcomes

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

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

	2nd Grade (29%) 3rd Grade (41%)	grade level by the end of the 2024-2025 school year is expected to be: Kindergarten: Increase from 39% to 44% 1st Grade: Increase from 55% to 60% 2nd Grade: Increase from 29% to 34% 3rd Grade: Increase from 41% to 46%
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide standards-aligned curriculum, supplemental instructional materials, classroom resources, and school supplies to support high-quality Tier 1 instruction, learner-centered instructional practices, intervention systems, and equitable access to rigorous learning opportunities for all students.	All Students	7,050 Title I 4000-4999: Books And Supplies materials and supplies 950 Title I 5000-5999: Services And Other Operating Expenditures Printing Services - HCOE 7000 Title I 5000-5999: Services And Other Operating Expenditures Printing Services - UBEO Contract 0 Title I 4000-4999: Books And Supplies Materials - placeholder for additional funds
1.2	Provide standards-aligned curriculum, supplemental instructional materials, classroom resources, and school supplies to support high-quality Tier 1 instruction, learner-centered instructional practices, intervention systems, and equitable access to rigorous learning opportunities for all students. (classroom aide--XX additional hours)	All students	13018 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classroom Aides (pos 921 = 0.25 FTE) 3027 Title I 2000-2999: Classified Personnel Salaries Additional Aide and Interpreter hours
1.3	Provide additional English Learner (EL) technician support to strengthen language development, targeted intervention, progress monitoring, and equitable access to instructional supports for English Learners across grade levels. (1 additional hour)	EL students in all grades	9232 Title I 2000-2999: Classified Personnel Salaries EL Tech (pos 765 = 0.125 FTE)

1.4			
1.10			
1.11			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Lafayette Elementary School continued implementation of multiple strategies aimed at improving student achievement in English Language Arts and Mathematics. Students had access to standards-aligned curriculum, targeted intervention supports, differentiated instruction, and learner-centered instructional practices designed to increase engagement and academic growth. The school continued implementation of daily WIN (“What I Need”) instructional blocks to provide targeted intervention, enrichment, and flexible grouping based on student data. Additional reading intervention staffing was added to increase literacy support for students performing below benchmark.

Teachers and support staff engaged in ongoing PLC collaboration and MTSS processes focused on reviewing student data, monitoring progress, and adjusting instruction and intervention supports. Students also benefited from small-group instruction, foundational literacy intervention, English Learner supports, and increased use of formative assessment practices.

These strategies contributed to continued academic growth and strengthened instructional systems schoolwide. Dashboard data reflected maintained performance in English Language Arts and continued areas of need in Mathematics and English Learner Progress. Local assessment data, including Amplify and mCLASS benchmarks, demonstrated student growth while also highlighting the continued need for intensive literacy intervention and differentiated instructional support for students performing below grade-level expectations.

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

Overall, planned strategies and activities were implemented largely as intended. Budgeted expenditures aligned closely with actual spending and supported intervention staffing, instructional materials, professional learning, and supplemental academic supports. Adjustments were made throughout the year to increase targeted literacy intervention resources and expand reading intervention staffing in response to student benchmark and progress monitoring data. Additional emphasis was also placed on MTSS collaboration, intervention planning, and data-informed instructional practices to better address identified areas of student need.

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

Based on analysis of Dashboard indicators and local assessment data, Lafayette Elementary School will continue prioritizing foundational literacy, targeted intervention, learner-centered instructional practices, and equitable access to academic supports. The overall structure of the goal will remain consistent; however, continued refinement of WIN instructional blocks, MTSS systems, PLC collaboration, and intervention supports will occur to strengthen student outcomes in English Language Arts and Mathematics. Additional focus will be placed on academic discourse, writing across content areas, formative assessment practices, and progress monitoring through Amplify, mCLASS, CAASPP, and classroom-based data sources. These updates are reflected throughout Goal 1 strategies, actions, and proposed expenditures within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Climate, Engagement, and Belonging

Lafayette Elementary School will strengthen student engagement, belonging, attendance, and positive school climate through implementation of restorative and relationship-centered practices aligned to the schoolwide ROAR expectations: Respect, Ownership, Act Kindly, and Ready to Learn. Through a Multi-Tiered System of Supports (MTSS), Community Schools partnerships, proactive behavioral supports, and family engagement efforts, the school will work to reduce chronic absenteeism, decrease exclusionary discipline practices, and increase equitable access to safe, supportive, and inclusive learning environments for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Review of California School Dashboard data and locally collected site data indicates continued need in the areas of student attendance, school connectedness, behavioral support, and equitable access to social-emotional and behavioral interventions. According to the 2025 California School Dashboard, Lafayette Elementary School received a Yellow performance level in both Chronic Absenteeism and Suspension Rate for the All Students group, reflecting improvement from the previous year while also indicating continued areas of need.

Under ESSA ATSI identification, students identified as Two or More Races and students experiencing homelessness demonstrated elevated rates of chronic absenteeism and suspension. These trends highlight the continued need for proactive and relationship-centered systems that increase student belonging, engagement, and access to support.

Locally collected data, including attendance monitoring, behavior referral trends, MTSS review, and school climate information, indicate continued need for restorative practices, consistent Tier 1 behavioral supports, student regulation supports, and family partnership systems. Lafayette Elementary also serves as the district site for the Therapeutic Support Classroom (TSC) program, which supports students with significant behavioral and social-emotional needs from across the district. Due to the fluid nature of TSC placements and transitions throughout the school year, the program may impact sitewide behavioral and suspension data and is an important contextual consideration when analyzing trends.

To address these needs, Lafayette Elementary will continue strengthening implementation of schoolwide ROAR expectations, restorative practices, MTSS systems, attendance intervention supports, social-emotional learning, and family engagement efforts through a collaborative and learner-centered approach.

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement schoolwide ROAR expectations, PBIS systems, restorative and relationship-centered practices, social-emotional learning supports, and student engagement activities to strengthen school climate, belonging, and positive student behavior.	All Students	7,000 Title I 4000-4999: Books And Supplies
2.2	Increase attendance support systems through additional attendance clerk hours, family outreach, attendance monitoring, and collaboration with Community Schools and MTSS teams to improve student engagement and reduce chronic absenteeism.	All students	36,307 Title I 2000-2999: Classified Personnel Salaries Attendance Clerk (Pos 318 = 0.50 FTE)
2.4	Provide supplemental funds and resources to support equitable access to field trips, enrichment opportunities, and school-connected experiences that strengthen student engagement, belonging, and real-world learning opportunities.	All students	4,000 Title I 5000-5999: Services And Other Operating Expenditures
2.5	Strengthen family engagement and parent involvement through school events, communication systems, family partnership activities, and opportunities that increase connection between home and school	All students	2,649 Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Lafayette Elementary School continued implementation of strategies designed to strengthen student engagement, attendance, school connectedness, and positive school climate. Schoolwide ROAR expectations, PBIS systems, restorative and relationship-centered practices, and social-emotional supports were implemented across campus to promote safe, predictable, and inclusive learning environments for all students.

The school continued utilizing Multi-Tiered Systems of Support (MTSS), attendance monitoring systems, restorative interventions, and family outreach efforts to address chronic absenteeism and behavioral needs. Collaboration between

administration, teachers, support staff, Community Schools personnel, and district support services strengthened intervention planning and increased access to supports for students and families with elevated needs.

Students benefited from relationship-centered approaches including restorative conversations, proactive behavior supports, student check-ins, social-emotional learning opportunities, and increased family engagement efforts. Additional attendance support systems and ongoing communication with families contributed to improved monitoring of attendance trends and student needs.

These strategies contributed to improvement in both Chronic Absenteeism and Suspension Rate indicators on the 2025 California School Dashboard, with Lafayette Elementary moving to a Yellow performance level in both areas. While continued areas of need remain, particularly for historically underserved student groups identified through ATSI, the school strengthened systems focused on belonging, engagement, regulation, and equitable access to support.

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

Most strategies and activities were implemented largely as planned. Title I funds supported PBIS implementation, social-emotional learning materials, and staffing support including the Behavior Support Assistant (BSA) and attendance clerk positions. Budgeted expenditures aligned closely with actual spending, and no significant underspending occurred during implementation.

While systems and supports were implemented consistently, the intensity and complexity of student behavioral, attendance, and family support needs exceeded initial projections. Ongoing student mental health, regulation, attendance, and housing-related challenges continued to impact overall outcomes and highlighted the need for continued refinement of intervention systems, restorative practices, and targeted supports.

While not funded through Title I, the Community Schools Liaison and Restorative Practices Support Specialist played critical roles in student and family outreach, relationship-building, attendance support, restorative intervention, and student regulation. Their contributions significantly strengthened school connectedness, family engagement, and student support systems and will remain important components of continued implementation moving forward.

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

The overall structure of this goal will remain largely unchanged; however, strategies, actions, and implementation supports will continue to be refined and expanded in response to analysis of Dashboard indicators, ATSI subgroup data, attendance trends, behavior data, and locally collected school climate information.

Key changes and areas of continued focus include:

Implementation of a more structured and tiered attendance intervention system, including earlier family outreach, data-driven attendance team meetings, individualized attendance supports, and increased monitoring of chronically absent students.

Increased capacity for real-time behavioral intervention and student regulation support through continued allocation of the Behavior Support Assistant (BSA) position and Restorative Practices Support Specialist (RPSS) supports.

Expanded family engagement and parent involvement efforts through increased collaboration with the Community Schools team and continued relationship-centered outreach to students and families.

Continued strengthening of restorative and relationship-centered practices through staff professional learning, student-facing restorative activities, and ongoing support leveraging the expertise of the Restorative Practices Support Specialist.

Continued refinement of schoolwide ROAR expectations, MTSS systems, and proactive behavioral supports to strengthen student belonging, engagement, and positive school climate.

These updates are reflected throughout Goal 2 strategies, actions, annual measurable outcomes, and proposed expenditures within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Systems Alignment, Family Partnership, and Continuous Improvement

Lafayette Elementary School will strengthen alignment between site systems, instructional practices, family engagement efforts, and the Eureka City Schools Local Control and Accountability Plan (LCAP) through collaborative leadership, continuous improvement processes, and learner-centered decision making. The school will continue refining systems that support equitable access to high-quality instruction, positive school climate, meaningful family partnership, and student engagement through ongoing analysis of Dashboard indicators, local data, MTSS processes, Community Schools supports, and stakeholder input.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals 1,2 & 3

Identified Need

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

Lafayette Elementary School continues to prioritize alignment between site-based goals, actions, expenditures, and the broader priorities identified within the Eureka City Schools Local Control and Accountability Plan (LCAP). Areas identified for continued improvement through review of California School Dashboard indicators and locally collected data include academic achievement in English Language Arts and Mathematics, chronic absenteeism, suspension rates, student engagement, and equitable access to academic, behavioral, and social-emotional supports.

According to the 2025 California School Dashboard, Lafayette Elementary School received Orange performance levels in English Language Arts and Mathematics and Yellow performance levels in Chronic Absenteeism and Suspension Rate for the All Students group. Subgroup data also identified continued performance disparities for historically underserved student groups, including students identified as Two or More Races and students experiencing homelessness through ESSA ATSI identification. These trends reinforce the need for ongoing alignment between school site actions, district initiatives, Community Schools supports, MTSS systems, and learner-centered instructional and behavioral practices.

Locally collected data, including Amplify and mCLASS benchmark assessments, attendance monitoring, behavior data, MTSS review, and school climate information, further indicate the need for continued targeted intervention, restorative and relationship-centered practices, family engagement, and equitable access to support systems.

To address these needs, Lafayette Elementary continues aligning schoolwide systems and expenditures to district LCAP priorities through implementation of targeted academic intervention, daily WIN instructional blocks, collaborative PLC structures, restorative practices, ROAR expectations, attendance intervention systems, Community Schools partnerships, and ongoing stakeholder engagement. Key supports include classroom aides providing targeted instructional and behavioral support to students, the CARE Specialist supporting MTSS coordination, family communication, and schoolwide systems alignment, and the Behavior Support Assistant (BSA) providing proactive behavioral intervention, student regulation support, and restorative response systems. These supports strengthen equitable access to instruction and intervention while reinforcing positive school climate, student belonging, and learner-centered practices across campus.

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide CARE Specialist support to strengthen MTSS coordination, student support systems, family communication, restorative and relationship-centered practices, and alignment of site-based systems to district LCAP priorities.	All students	67,986 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CARE (pos 781 = 0.50 FTE) 2,704 Title I 1000-1999: Certificated Personnel Salaries Extra certificated hours and subs
3.2	Provide Behavior Support Assistant (BSA) support to increase proactive behavioral intervention, student regulation support, restorative response systems, and implementation of schoolwide ROAR expectations and positive school climate practices.	All students	50,132 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries BSA (pos 1047 = 0.75 FTE)
3.3	Provide classroom aide support in primary grade classrooms to strengthen differentiated instruction, small-group academic support, student engagement, behavioral support, and equitable access to early literacy and foundational learning opportunities.	Students in K-2nd grade	32,126 Title I 2000-2999: Classified Personnel Salaries Classroom aides (pos 743 = 0.5625 FTE, pos 764 = 0.1541 FTE, and pos 1106 = 0.1406 FTE) 781 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classroom aides (pos 743, 764, 1106)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Lafayette Elementary School continued aligning site-based goals, actions, and expenditures with the priorities outlined in the Eureka City Schools Local Control and Accountability Plan (LCAP). Key strategies included funding a 0.5 FTE CARE Specialist, Behavior Support Assistant (BSA) support, and additional classroom aide support in primary grade classrooms. These positions strengthened academic intervention, MTSS implementation, social-emotional support systems, restorative and relationship-centered practices, student engagement, and positive school climate efforts aligned to district LCAP priorities.

The CARE Specialist supported coordination of student support systems, family communication, attendance and intervention monitoring, and alignment of schoolwide systems and services. The BSA provided proactive behavioral intervention, student regulation support, and implementation of schoolwide ROAR expectations and restorative practices. Classroom aide support increased opportunities for differentiated instruction, small-group academic support, and individualized student assistance in early literacy and foundational learning.

These strategies contributed to strengthened alignment between district priorities and site-based implementation efforts. Academic, behavioral, attendance, and climate systems became more coordinated through ongoing MTSS collaboration, Community Schools partnerships, data review processes, and learner-centered practices. Dashboard indicators and local data reflected continued areas of growth as well as ongoing needs, reinforcing the importance of maintaining integrated academic, behavioral, and social-emotional support systems to improve equitable student outcomes.

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

All strategies and activities associated with this goal were implemented largely as planned and aligned closely with budgeted expenditures. Title I funds supported staffing and student-facing services designed to strengthen alignment between site-based systems and Eureka City Schools LCAP priorities, including the CARE Specialist position, Behavior Support Assistant (BSA) support, and classroom aide support in primary grade classrooms. All funded positions were maintained throughout the school year and contributed to consistent implementation of academic, behavioral, and social-emotional support systems.

In addition to SPSA-funded actions, Lafayette Elementary also benefited from supplemental supports funded outside of Title I and the SPSA, including Community Schools services, restorative practices support, district-level behavioral interventions, and additional academic support systems. These layered supports strengthened MTSS implementation, family engagement, attendance intervention efforts, and learner-centered practices across campus. The integration of site-based and district-level resources increased overall alignment to LCAP priorities and enhanced the school's ability to provide coordinated and equitable supports for students and families.

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

The overall structure and focus of this goal will remain largely unchanged, as continued alignment between site-based systems and the Eureka City Schools Local Control and Accountability Plan (LCAP) remains a priority for Lafayette Elementary School. Ongoing analysis of Dashboard indicators, local assessment data, MTSS review, attendance trends, and school climate information indicates that continued coordination of academic, behavioral, and social-emotional supports remains necessary to support equitable student outcomes.

Annual measurable outcomes and monitoring tools have been updated to reflect current Dashboard data, local assessment measures, and revised site priorities related to academic achievement, attendance, school climate, and student engagement. Continued emphasis will be placed on strengthening alignment between site-funded supports, Community Schools services, MTSS implementation, restorative and relationship-centered practices, and district-level intervention systems.

Strategies and activities within this goal will continue supporting the CARE Specialist position, Behavior Support Assistant (BSA) support, and classroom aide support in primary grade classrooms to strengthen learner-centered systems, family engagement, intervention coordination, and differentiated academic and behavioral support for students.

Additional focus will also be placed on increasing collaboration between site-based and district-level services to ensure more integrated and coordinated supports for students and families.

These updates are reflected throughout Goal 3 annual measurable outcomes, strategies and activities, and proposed expenditures within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

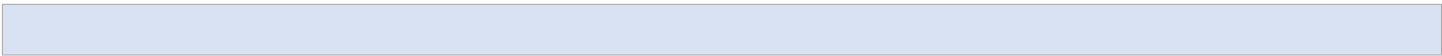
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

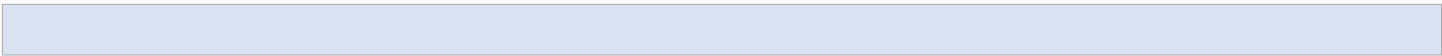
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$243,962.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$109,396.00
Title I Part A: Allocation	\$131,917.00
Title I Part A: Parent Involvement	\$2,649.00

Subtotal of additional federal funds included for this school: \$243,962.00

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

State or Local Programs	Allocation (\$)

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

Total of federal, state, and/or local funds for this school: \$243,962.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	109,396.00
Title I Part A: Allocation	131,917.00
Title I Part A: Parent Involvement	2,649.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	70,690.00
2000-2999: Classified Personnel Salaries	144,623.00
4000-4999: Books And Supplies	16,699.00
5000-5999: Services And Other Operating Expenditures	11,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	2,704.00
2000-2999: Classified Personnel Salaries	Title I	80,692.00
4000-4999: Books And Supplies	Title I	14,050.00
5000-5999: Services And Other Operating Expenditures	Title I	11,950.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	67,986.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	63,931.00

4000-4999: Books And Supplies

Title I Part A: Parent Involvement

2,649.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,277.00
Goal 2	49,956.00
Goal 3	153,729.00

School Site Council Membership

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

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

Name of Members	Role
Quincy Brownfield	Principal
Marissa Cardenas	Classroom Teacher
Zoe Seman	Parent or Community Member
Harmony Pelren	Classroom Teacher
Megan Teagarden	Other School Staff
Sarah Rios	Parent or Community Member
Shakira Reyes	Parent or Community Member
Nancy Frey	Other School Staff
Krystal Laynes	Other School Staff Parent or Community Member
Allison Marsh	Other School Staff Parent or Community Member
Catrina Scheffler	Other School Staff
Destinee Benavides	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 2, 2026.

Attested:



Principal, Quincy Brownfield on June 1st, 2026



SSC Chairperson, Harmony Pelren on June 1st, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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