School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lafayette Elementary School	12-75515-6007793	12/15/22	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

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

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

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

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids survey was administered to a portion of students in 5th grade during the 2021-2022 school year. Results indicate that work needs to be done to ensure students feel an extended sense of connectedness with the school and that they have a stronger sense of perceived safety while on campus.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site administrator, site staff and district staff are conducted on a regular basis. Site goals around academics and school climate are a focus. Observations indicate a need for ongoing staff professional development in the adopted core curriculum--Fountas and Pinnell Classroom and Everyday Math, student engagement techniques, technology tools, restorative practices in relation to our PBIS implementation, and classroom management. Much of this aligns directly to our top three strategic plan goals.

New teachers are formally observed annually and established teachers are formally observed on a cycle pre-established by the district.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessments in all areas on an ongoing basis in order to drive instruction to support differentiated student learning.

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning. Staff utilize assessments from adopted curriculum and a pacing guide has been created to provide timely feedback. Staff are provided the opportunity to analyze student data and make instructional and curricular decisions based on student need. Additionally, staff are trained and utilize interim assessments to guide instruction in language arts and math.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to be responsive to student academic and social/emotional needs during COVID-19, the Learning Continuity and Attendance Plan was developed by the district in the 2020-2021 school year. This allowed for a smooth transition to in person learning for the 2021-2022 school year. In order to accurately gauge the loss of learning during distance learning, we have a collection of assessments in place for determining areas of need and how to address the holes in student's educational progress. We started the 2022-2023 school year with assessments in reading using RenLearn which provides teachers with both a math and reading level. We also administered the Fountas and Pinnell BAS reading assessment to all students in grades first through fifth. We also utilized IXL digital diagnostic in the areas of language arts and math to establish a baseline in these areas. We currently use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. This measures skills in both language arts and math. Additionally, our district participated in CAASPP testing during the 2021-2022 school year and this information was reviewed once available.

We have implemented a schoolwide data tracking system that is updated every three months. The data is reviewed by our site data team and changes in instruction and intervention reflect the current student need. Staff are provided regular opportunities to reflect on student progress and teaching is modified as needed. There is an active Student Study Team at Lafayette Elementary that meets twice monthly to address academic, behavioral and other student concerns in partnership with families.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lafayette School provides an academically challenging program for its 260 students with 10 regular education classroom teachers, one Special Day Class Teacher, one Resource Specialist Teacher and one EL Teacher, one Reading Intervention Teacher and a part time math Intervention Teacher . Students are supported by the services of a Speech Therapist, a School Psychologist, District Instructional Coaches, CARE Specialist and a School Nurse. Other personnel include our principal, a school secretary, a clerk typist, a library technician, literacy technicians, a math technician, an EL technician, three classroom aides, a clerk typist, two custodians, two food service worker, four cafeteria/playground monitors, a behavior interventionist, an after-school program coordinator, and recreation leaders.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and are provided with district adopted curriculum for all students; teachers are provided training/support on utilizing adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards and data around those standards, site staff team-building and standards of the teaching profession.

Pre-service days are attended by all teachers TK-5. The pre-service days provide training around our district curricula in ELA, Math, and Social Emotional Development. A scope and sequence for SEL, as well as, a digital component were provided to teachers to explore and access. During the year, three days of ongoing professional development was attended by TK-5 teachers. Visible Learning with an emphasis on Learning Targets and Success Criteria was one theme for training. Accessing online resources such as IXL and Data sheets was a focus of on site trainings. Every other Monday, administrators and CARE specialists prepared professional development opportunities around Phonics progression, Universal Screening tool and SEL, Data Days, responding and diagnosing data, and writing.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District-based instructional coaches (CARE Specialists) are available 5 days a week to teachers for ongoing professional development and support. Lafayette also utilizes teacher leaders to support peers, such as in the area of Language Arts, ELD and Math. Teachers also have ongoing access to administrative support as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly during planned collaboration time. Collaboration days rotate from teacher led to site/district administrator led on opposite weeks. Teachers also collaborate specifically around the area of writing every other month. They are given release time to work with grade alike colleagues and review student progress.

CARE specialists are targeted to specific areas of coaching: TK-2 ELA, TK-2 Math, 3-5th ELA, 3-5th Math. This allows coaching cycles to reach more teachers around content. New teachers are encouraged to complete at least one coaching cycle in the year. Teacher Academy is led by our CARE specialist. At the Academy, teachers collaborate around district initiatives, new teacher needs, and best practice in the teaching of reading, writing, and math. Many teachers attend the Academy regardless of years of service.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction and materials at Lafayette are aligned with the appropriate State standards. Teachers adhere to district developed pacing guides to ensure timely delivery of content.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Weekly schedules are reviewed by the instructional coach and administrator at the start of the school year to ensure teachers are providing the recommended instructional minutes in both language arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students at Lafayette Elementary have access to reading and math intervention. English Learners are provide ELD instruction daily. Students with IEPs and 504s are

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school board approves the standards-based instructional materials. Diverse standards-based curriculum is delivered in all classrooms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

N/A

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lafayette provides ELD instruction to all qualifying students. Indian Education services, special education services and intervention services in reading and math are all available to any student who needs it. Social emotional learning is offered to all students as well.

Evidence-based educational practices to raise student achievement

Differentiation is used in every classroom to address unique learning needs of each student. Universal Access in the form of guided reading is offered to all students daily. Literacy technicians, math technicians and classroom aides are utilized to support students in need of extra support and practice. Structured student talk is used to build communication skills and support critical thinking. All teachers are trained in various engagement strategies and instructional norms in order to support equity, develop relationships and checking for understanding.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students performing at least 2 years below grade level in reading skills are recommended for Reading Intervention. Through the BPST assessment, Reading Intervention and classroom teachers address phonics gaps in students through UFLI. Family and school may both request a student study team meeting be held to address under performance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is made up of parents, teachers and other school personnel.
They provide feedback on Title 1 programs and expenditures. The Site Council meets monthly and regular opportunities for input are embedded in each meeting.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Library technicians provide opportunities for students and classes to access quality literature to meet ELA standards. Math technician provides targeted support to underperforming students in the area of math in all grades. A fulltime reading intervention teacher is used to coordinate reading support across all grades. Small groups of students are provided reading intervention services on a daily basis. CARE specialist supports teacher growth and data collection, so teachers are building strong targeted lesson in the classroom to address diverse student needs. Social emotional learning is supported by the addition of supplemental materials and curriculum that align with the Second Step scope and sequence.

Fiscal support (EPC)

Lafayette Elementary in conjunction with the District, receives Title 1 funding that is identified and allocated based upon the student population and enrollment that is then utilized to provide Title 1 services. The School Site Council reviews progress monthly and provides ongoing input to the allocated expenditures.

Stakeholder Involvement

How, when, and with whom did the 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's School Site Council meets monthly in a virtual manner. School Site Council met to review 2021-2022 data on November 3rd, 2022. The current SSC consists of ten members and meets regularly in a virtual manner. At this meeting, stakeholders reviewed previous year's data, discussed Lafayette's academic and school climate, and input was elicited. At this meeting, School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the School Plan for Student Achievement on December 15th, 2022.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	5.95%	7.1%	5.98%	15	17	15
African American	1.19%	1.3%	1.99%	3	3	5
Asian	12.7%	12.6%	13.55%	32	30	34
Filipino	1.59%	0.8%	0.40%	4	2	1
Hispanic/Latino	30.56%	31.5%	31.87%	77	75	80
Pacific Islander	0%	%	0.40%	0		1
White	38.89%	36.6%	34.66%	98	87	87
Multiple/No Response	8.73%	10.1%	11.16%	22	24	28
			Total Enrollment	252	238	251

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	61	48	60
Grade 1	27	44	39
Grade 2	43	27	43
Grade3	50	40	27
Grade 4	34	45	38
Grade 5	37	34	44
Total Enrollment	252	238	251

Conclusions based on this data:

1. Lafayette's enrollment has shown a slight increase.
2. Student enrollment by subgroup has remained consistent over the years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	77	70	76	30.6%	29.40%	30.3%
Fluent English Proficient (FEP)	8	7	6	3.2%	2.90%	2.4%
Reclassified Fluent English Proficient (RFEP)	0	6		0.0%	2.50%	

Conclusions based on this data:

1. The size of this student group remains 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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35	40	29	34	40	29	34	40	29	97.1	100.0	100.0
Grade 4	39	45	37	37	43	37	37	43	37	94.9	95.6	100.0
Grade 5	53	36	43	52	34	40	51	34	40	98.1	94.4	93.0
All Grades	127	121	109	123	117	106	122	117	106	96.9	96.7	97.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2354.	2345.	2366.	5.88	0.00	10.34	5.88	10.00	13.79	23.53	27.50	24.14	64.71	62.50	51.72
Grade 4	2398.	2392.	2405.	10.81	6.98	8.11	8.11	9.30	16.22	16.22	23.26	29.73	64.86	60.47	45.95
Grade 5	2427.	2443.	2442.	3.92	14.71	10.00	11.76	14.71	12.50	29.41	14.71	20.00	54.90	55.88	57.50
All Grades	N/A	N/A	N/A	6.56	6.84	9.43	9.02	11.11	14.15	23.77	22.22	24.53	60.66	59.83	51.89

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	2.50	*	41.18	50.00	*	55.88	47.50	*
Grade 4	5.41	4.65	8.11	32.43	60.47	64.86	62.16	34.88	27.03
Grade 5	5.88	8.82	10.00	33.33	61.76	52.50	60.78	29.41	37.50
All Grades	4.92	5.13	8.49	35.25	57.26	57.55	59.84	37.61	33.96

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	0.00	*	41.18	50.00	*	55.88	50.00	*
Grade 4	8.11	4.65	5.41	40.54	34.88	45.95	51.35	60.47	48.65
Grade 5	5.88	2.94	7.50	41.18	52.94	40.00	52.94	44.12	52.50
All Grades	5.74	2.56	5.66	40.98	45.30	42.45	53.28	52.14	51.89

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	2.50	*	52.94	62.50	*	44.12	35.00	*
Grade 4	5.41	4.65	2.70	70.27	67.44	67.57	24.32	27.91	29.73
Grade 5	5.88	2.94	7.50	49.02	70.59	75.00	45.10	26.47	17.50
All Grades	4.92	3.42	6.60	56.56	66.67	70.75	38.52	29.91	22.64

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.88	5.00	*	41.18	62.50	*	52.94	32.50	*
Grade 4	8.11	2.33	8.11	32.43	72.09	70.27	59.46	25.58	21.62
Grade 5	5.88	8.82	15.00	39.22	58.82	57.50	54.90	32.35	27.50
All Grades	6.56	5.13	9.43	37.70	64.96	62.26	55.74	29.91	28.30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Continued support is needed in this area and reading intervention is a continuous need.
2. There is a need for professional development around newly adopted Language Arts curriculum.
3. The implementation of data days around the area of writing needs to continue in order to support students with critical thinking skills.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35	40	29	34	40	29	34	40	29	97.1	100.0	100.0
Grade 4	39	45	37	37	43	37	37	43	37	94.9	95.6	100.0
Grade 5	53	36	43	52	33	40	52	33	40	98.1	91.7	93.0
All Grades	127	121	109	123	116	106	123	116	106	96.9	95.9	97.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2367.	2352.	2400.	0.00	7.50	10.34	11.76	10.00	27.59	32.35	15.00	24.14	55.88	67.50	37.93
Grade 4	2434.	2401.	2414.	13.51	4.65	5.41	16.22	11.63	16.22	24.32	25.58	32.43	45.95	58.14	45.95
Grade 5	2429.	2423.	2447.	0.00	3.03	2.50	15.38	3.03	12.50	19.23	33.33	32.50	65.38	60.61	52.50
All Grades	N/A	N/A	N/A	4.07	5.17	5.66	14.63	8.62	17.92	24.39	24.14	30.19	56.91	62.07	46.23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	0.00	10.00	*	32.35	30.00	*	67.65	60.00	*
Grade 4	18.92	6.98	8.11	27.03	37.21	35.14	54.05	55.81	56.76
Grade 5	1.92	3.03	7.50	26.92	33.33	35.00	71.15	63.64	57.50
All Grades	6.50	6.90	10.38	28.46	33.62	41.51	65.04	59.48	48.11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	7.50	*	41.18	30.00	*	55.88	62.50	*
Grade 4	10.81	9.30	5.41	37.84	27.91	45.95	51.35	62.79	48.65
Grade 5	5.77	3.03	2.50	30.77	48.48	45.00	63.46	48.48	52.50
All Grades	6.50	6.90	8.49	35.77	34.48	44.34	57.72	58.62	47.17

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	0.00	5.00	*	52.94	55.00	*	47.06	40.00	*
Grade 4	18.92	4.65	2.70	32.43	65.12	56.76	48.65	30.23	40.54
Grade 5	1.92	3.03	7.50	40.38	63.64	62.50	57.69	33.33	30.00
All Grades	6.50	4.31	4.72	41.46	61.21	59.43	52.03	34.48	35.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Continued support is needed in this area. To further increase mathematics comprehension, a math technician and a part-time math intervention teacher were hired.
2. Professional developments in the area of Everyday Mathematics will be implemented during the 2021-22 school year to support student achievement in the area of mathematics.
3. Constructing Meaning strategies will be professionally developed specifically in the area of writing about math.

School and Student Performance Data

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1412.3	*	1426.5	1433.5	*	1435.5	1362.1	*	1405.2	12	10	22
1	1455.0	*	*	1466.0	*	*	1443.4	*	*	15	10	9
2	1474.8	*	*	1478.5	*	*	1470.9	*	*	18	10	10
3	1491.7	1490.8	1505.5	1489.8	1492.6	1519.1	1493.0	1488.4	1491.8	15	14	11
4	*	1500.2	1517.5	*	1502.8	1530.5	*	1496.8	1504.1	10	13	13
5	1514.5	1517.7	1526.8	1521.3	1516.4	1529.6	1507.2	1518.4	1523.5	12	12	13
All Grades										82	69	78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	13.64	41.67	*	31.82	50.00	*	36.36	8.33	*	18.18	12	*	22
1	0.00	*	*	53.33	*	*	40.00	*	*	6.67	*	*	15	*	*
2	11.11	*	*	38.89	*	*	38.89	*	*	11.11	*	*	18	*	*
3	13.33	7.14	18.18	46.67	50.00	45.45	20.00	35.71	36.36	20.00	7.14	0.00	15	14	11
4	*	15.38	15.38	*	30.77	46.15	*	38.46	30.77	*	15.38	7.69	*	13	13
5	25.00	16.67	30.77	16.67	41.67	23.08	33.33	25.00	30.77	25.00	16.67	15.38	12	12	13
All Grades	12.20	7.25	16.67	40.24	39.13	32.05	34.15	34.78	33.33	13.41	18.84	17.95	82	69	78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*	18.18	58.33	*	31.82	25.00	*	36.36	8.33	*	13.64	12	*	22
1	20.00	*	*	40.00	*	*	40.00	*	*	0.00	*	*	15	*	*
2	16.67	*	*	61.11	*	*	16.67	*	*	5.56	*	*	18	*	*
3	40.00	35.71	45.45	26.67	42.86	45.45	13.33	14.29	9.09	20.00	7.14	0.00	15	14	11
4	*	38.46	53.85	*	46.15	38.46	*	0.00	7.69	*	15.38	0.00	*	13	13
5	33.33	41.67	53.85	41.67	41.67	30.77	8.33	16.67	0.00	16.67	0.00	15.38	12	12	13
All Grades	28.05	28.99	33.33	43.90	46.38	37.18	18.29	14.49	19.23	9.76	10.14	10.26	82	69	78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	9.09	8.33	*	18.18	66.67	*	50.00	25.00	*	22.73	12	*	22
1	0.00	*	*	33.33	*	*	46.67	*	*	20.00	*	*	15	*	*
2	11.11	*	*	11.11	*	*	38.89	*	*	38.89	*	*	18	*	*
3	0.00	0.00	9.09	46.67	21.43	18.18	26.67	57.14	45.45	26.67	21.43	27.27	15	14	11
4	*	7.69	0.00	*	23.08	23.08	*	23.08	53.85	*	46.15	23.08	*	13	13
5	8.33	8.33	15.38	8.33	16.67	15.38	50.00	41.67	38.46	33.33	33.33	30.77	12	12	13
All Grades	4.88	4.35	6.41	21.95	15.94	16.67	43.90	36.23	42.31	29.27	43.48	34.62	82	69	78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	22.73	91.67	*	72.73	8.33	*	4.55	12	*	22
1	46.67	*	*	46.67	*	*	6.67	*	*	15	*	*
2	33.33	*	*	61.11	*	*	5.56	*	*	18	*	*
3	13.33	14.29	45.45	60.00	78.57	54.55	26.67	7.14	0.00	15	14	11
4	*	38.46	23.08	*	53.85	69.23	*	7.69	7.69	*	13	13
5	25.00	16.67	23.08	58.33	83.33	61.54	16.67	0.00	15.38	12	12	13
All Grades	26.83	27.54	26.92	60.98	65.22	64.10	12.20	7.25	8.97	82	69	78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	16.67	*	13.64	75.00	*	59.09	8.33	*	27.27	12	*	22
1	13.33	*	*	80.00	*	*	6.67	*	*	15	*	*
2	11.11	*	*	77.78	*	*	11.11	*	*	18	*	*
3	60.00	50.00	72.73	20.00	42.86	27.27	20.00	7.14	0.00	15	14	11
4	*	61.54	69.23	*	23.08	30.77	*	15.38	0.00	*	13	13
5	66.67	50.00	69.23	8.33	50.00	15.38	25.00	0.00	15.38	12	12	13
All Grades	39.02	36.23	39.74	47.56	53.62	46.15	13.41	10.14	14.10	82	69	78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	9.09	83.33	*	77.27	16.67	*	13.64	12	*	22
1	20.00	*	*	60.00	*	*	20.00	*	*	15	*	*
2	11.11	*	*	55.56	*	*	33.33	*	*	18	*	*
3	0.00	0.00	9.09	60.00	64.29	54.55	40.00	35.71	36.36	15	14	11
4	*	7.69	7.69	*	38.46	46.15	*	53.85	46.15	*	13	13
5	8.33	16.67	15.38	58.33	41.67	38.46	33.33	41.67	46.15	12	12	13
All Grades	8.54	7.25	10.26	60.98	44.93	51.28	30.49	47.83	38.46	82	69	78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*	22.73	41.67	*	50.00	50.00	*	27.27	12	*	22
1	6.67	*	*	73.33	*	*	20.00	*	*	15	*	*
2	5.56	*	*	72.22	*	*	22.22	*	*	18	*	*
3	0.00	7.14	18.18	93.33	85.71	72.73	6.67	7.14	9.09	15	14	11
4	*	15.38	7.69	*	61.54	92.31	*	23.08	0.00	*	13	13
5	8.33	16.67	23.08	66.67	66.67	69.23	25.00	16.67	7.69	12	12	13
All Grades	6.10	11.59	14.10	69.51	56.52	62.82	24.39	31.88	23.08	82	69	78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 4 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
251	**85.7**	**30.3**	**2.0**
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	76	30.3
Foster Youth	5	2.0
Homeless	14	5.6
Socioeconomically Disadvantaged	215	85.7
Students with Disabilities	52	20.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	2.0
American Indian	15	6.0
Asian	34	13.5
Filipino	1	0.4
Hispanic	80	31.9
Two or More Races	28	11.2
Pacific Islander	1	0.4
White	87	34.7

Conclusions based on this data:

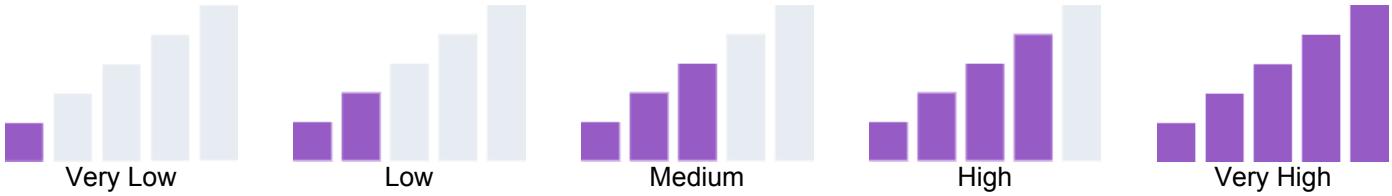
1. Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of language arts.
2. Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of math.
3. Lafayette has a diverse student population. Continued work with Culturally Responsive Teaching is needed.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Due to small declines in Language Arts and Math scores, there is a great need for continued support is needed in these areas. There were improvements in both attendance and suspension rates. There is a need to continue implementation of strategies to address both of these areas.
2. Teachers will support students in the area of Language arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. Reading intervention support should continue to be offered.

3. Teachers will support students in the area of mathemantics through the use of Everyday Math materials.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

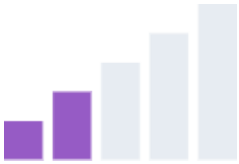
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
62.2 points below standard	64.2 points below standard	1 Student
99 Students	40 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
6 Students	62.1 points below standard	123.5 points below standard
	92 Students	28 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 8 Students	 No Performance Level 36.1 points below standard 15 Students	 No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 52.9 points below standard 34 Students	 No Performance Level 8 Students		 Low 59.0 points below standard 33 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.1 points below standard 37 Students	3 Students	62.6 points below standard 58 Students

Conclusions based on this data:

1. Students identified as American Indian declined significantly by 44.1 points.
2. Students identified as English Learner only were identified as below standard, but increased by 4.5 points.
3. Students identified as students with disabilities remain below standard and decreased by 32.8 points.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

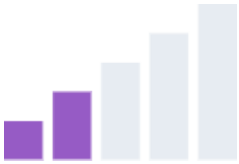
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
61.3 points below standard	67.7 points below standard	1 Student
99 Students	40 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
6 Students	62.6 points below standard	111.4 points below standard
	92 Students	28 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 8 Students	 No Performance Level 38.7 points below standard 15 Students	 No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 63.9 points below standard 34 Students	 No Performance Level 8 Students		 Low 55.6 points below standard 33 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.7 points below standard 37 Students	3 Students	57.8 points below standard 58 Students

Conclusions based on this data:

1. Students identified as English Learner Only were identified as below standard; but increased by 9.1 points.
2. All students were identified as below standard and declined by 5.1 points.
3. Students with disabilities were identified as below standard and declined significantly by 32.3 points.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
50.9 making progress towards English language proficiency
Number of EL Students: 55 Students
Performance Level: 3

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.

2022 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
8	19	2	26

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

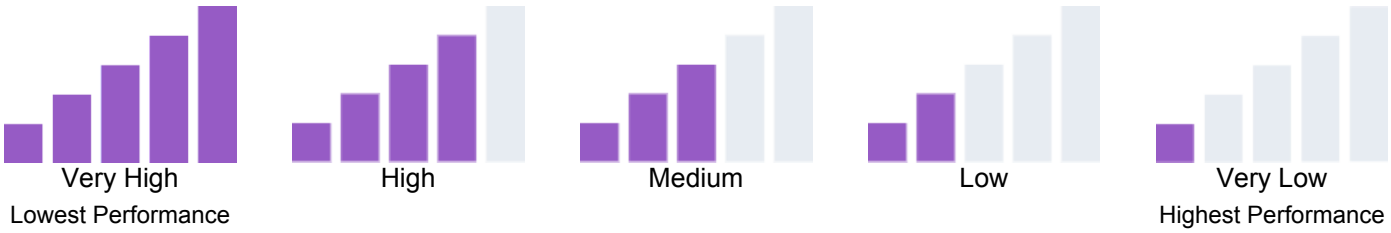
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



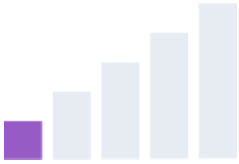
This section provides number of student groups in each level.

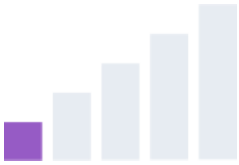
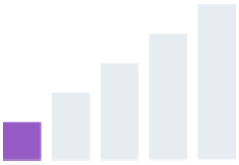
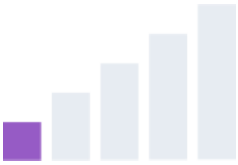
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
32.7% Chronically Absent	26.3% Chronically Absent	Less than 11 Students
275 Students	80 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
54.5% Chronically Absent	33.3% Chronically Absent	40.3% Chronically Absent
22 Students	234 Students	62 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Level	No Performance Level	Very High	No Performance Level
Less than 11 Students	23.5% Chronically Absent	22.2% Chronically Absent	Less than 11 Students
6 Students	17 Students	36 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	No Performance Level	Very High
36.9% Chronically Absent	45.2% Chronically Absent	Less than 11 Students	30.3% Chronically Absent
84 Students	31 Students	1 Student	99 Students

Conclusions based on this data:

1. In 2019, All students decreased in the area of chronically absent by 1.4%. However, the need to get all students to school each day, ready to learn, continues.
2. In 2019, the student group identified as Homeless is the only group that increased in the area of chronically absent while all other subgroups maintained for declined.
3. Supports and education regarding regular attendance need to be clearly communicated to all families and students.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

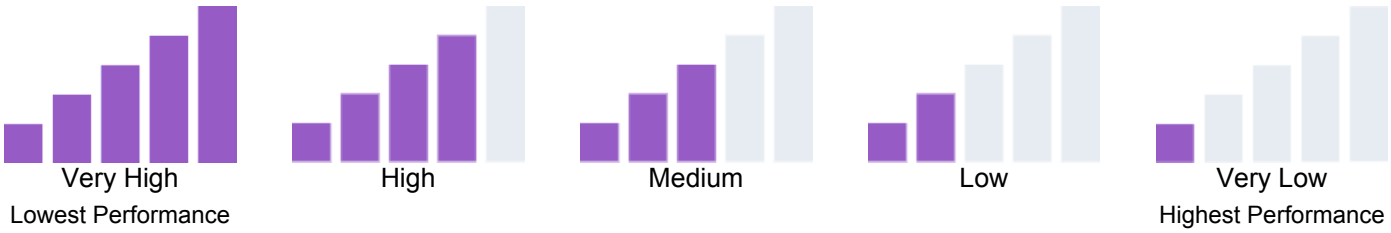
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	2	3	0	1

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.

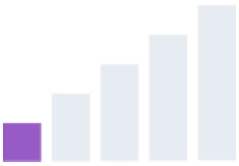
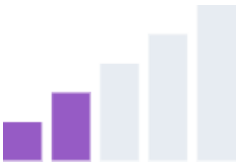
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
2.8% suspended at least one day	1.2% suspended at least one day	Less than 11 Students
283 Students	82 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
0% suspended at least one day	2.5% suspended at least one day	4.6% suspended at least one day
24 Students	240 Students	65 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	0% suspended at least one day	0% suspended at least one day	Less than 11 Students
9 Students	17 Students	36 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very High	No Performance Level	High
2.3% suspended at least one day	6.5% suspended at least one day	Less than 11 Students	4% suspended at least one day
87 Students	31 Students	1 Student	101 Students

Conclusions based on this data:

1. 2019 data reflected an significant decrease in suspensions.
2. Our data indicated 8 subgroups 4 of which had a significant number of students to be identified on the dashboard.
3. Work with restorative practices and other means of correction need to continue.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

1.Lafayette Elementary will increase school-wide math and reading scores by 5% each June as measured
through the CAASPP (SBAC) and multiple measures including Curriculum and
Teacher Based Assessments and CAASPP Interim Assessments.

Identified Need

This plan is written to reflect the data that was collected in 2021-2022. CAASPP was administered in the 2020-2021 school year but not in a traditional manner. Results indicate that there is a need to improve language arts scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	22% of students met or exceeded Overall Achievement for All Student in Language Arts. 17% of students met or exceeded Overall Achievement for all students in math.	Increased proficiency on grade level standards.
Benchmark Assessment System (BAS)	To be determined	To be determined

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure all students and staff have access to CCSS aligned curriculum and additional supplemental curriculum. Ensure that all students and staff have access to adequate school supplies and materials in order to support curriculum implementation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Library Technician

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
13000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

CARE Specialist-Provide instructional coaching and behavior support to all teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
47000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide release time and/or paid outside of contract time for certificated and classified collaboration and professional develoment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (potentially)

Strategy/Activity

Provide a Reading Intervention Teacher

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
55000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math Technician

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
12000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Substitute coverage for Student Study Team meetings

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
4000	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Due to the COVID-19 pandemic, 2019-2020 school year came with it's own unique changes and challenges. School closures began in March of 2020 and continued through the end of the school year. The following analysis captures the implementation of strategies and activities both in-person and virtually. It should be noted that some outcomes were challenging to obtain due to the closures. The hybrid learning model continued for the entire 2020-2021 school year. The 2021-2022 school year started with in-person learning but with a number of social distancing modifications. An in person model was maintained for the entire school year. The 2022-2023 school year, instruction and learning has returned to a model similar to pre-Covid.

- During the 2019-2020 school year, Lafayette implemented a new Language Arts curriculum (Fountas and Pinnell Classroom) in grades tk-3. There were opportunities for staff to collaborate and observe around the implementation. Many classrooms were outfitted with materials to better support this new curriculum as well. This work continued in the 2020-2021 and the 2021-2022 school years. Lnaguage Arts continues to be a focus for the 2022-2023 school year.
- Lafayette staff also continued ongoing work around writing instruction. The focus was shifted from opinion writing to narrative writing. Grade level teams met regularly with the site principal and CARE specialist to collaborate and analyze student writing skills. This

work continued in the 2020-2021 and the 2021-2022 school years. Opinion writing is the focus for the 2022-2023 school year.
- The Lafayette Library was open to all students during the 2019-2020 school year. The library technician worked closely with district personnel to support staff and students in both academics and enrichment through library materials. The Library was also open during the 2020-2021 and the 2021-2022 school years and safety protocols will diligently followed. The Library has returned to regular operations in the 2022-2023 school year.
- ELD technician supported and implemented ELD instruction in grades k-5th in both "pull-out" and "push-in" models. The technician worked closely with our EL Teacher to meet student needs.
- The CARE Specialist supported site by organizing monthly student success team meetings based on academic, behavioral, and attendance data. Staff were able to attend these meetings and significant data collection and reflection continued throughout the year.

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

N/A

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.

Due to Covid-19 pandemic and the fact that the CAASPP assessment was not administered in 2019-2020 academic data is limited. During the 2020-2021 school year, assessment delivery was modified and limited. The 2021-2022 assessment data will serve as a baseline for this plan.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Increase student engagement and decrease chronically absent rate by 5%. Maintain suspension rates below 5% for all students and subgroups.

Identified Need

Chronic absenteeism continues to be an issue. Continue education of students and families about the need to be to school each day, on time ready to learn.
Social emotional learning and positive school culture continue to be an area of growth for Lafayette Elementary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	32.7% of students were chronically absent in the 2021-2022 school year.	16% or less of students will be chronically absent in the 2022-2023 school year.
California Dashboard	During the 2021-2022 school year 2.8% of students were suspended according to the California Dashboard.	Decrease suspension rate by 2.0% to meet Goal 2.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase positive school climate and engagement through Positive Behavior Interventions and Supports and Restorative Practice Implementation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

6000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students/English learners

Strategy/Activity

Parent teacher conference, special meetings, phone calls and support in languages other than English.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental funds and resources to support social emotional learning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5000	

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Due to the COVID-19 pandemic, 2019-2020 school year came with it's own unique changes and challenges. School closures began in March of 2020 and continued through the end of the school year. The 2020-2021 school year continued in a hybrid model and the 2021-2022 was an in-person learning model with many social distancing requirements. The 2022-2023 learning model has returned to pre-Covid expectations.
This year there was a major effort and intentionality to implement other means of correction when addressing student behaviors. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community in order for students to feel a part of the school community and reduce behaviors. In addition, there has been a concerted effort to reduce absenteeism and tardies. As a school, we created a compelling scoreboard to track data and address issues. Attendance Student/Success Study Teams and referrals to SARB increased in the 2019-2020 school year in order to address barriers preventing students from regularly attending school. Attendance continued to be a challenge with protocols and guidelines being used to prevent the spread of Covid-19. Many students had to stay home for extended amounts of time during the 2021-2022 school year.
The CARE Specialist supported site by organizing monthly student success team meetings based on academic, behavioral, and attendance data. Staff were able to attend these meetings and significant data collection and reflection continued throughout the year.

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

None

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.

Continue with strategies to decrease suspensions and increase attendance and engagement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$149,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$143,000.00

Subtotal of additional federal funds included for this school: $143,000.00

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 ($)
	$6,000.00

Subtotal of state or local funds included for this school: $6,000.00

Total of federal, state, and/or local funds for this school: $149,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Quincy Brownfield	Principal
Harmony Pelren	Classroom Teacher
Jason Abaya	Classroom Teacher
Heidi Schlesiger	Classroom Teacher
Megan Teagarden	Other School Staff
Deysi Beltran	Parent or Community Member
Cynthia Bones	Parent or Community Member
Leigha Bartley	Parent or Community Member
Nikki Colon	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 20th, 2021.

Attested:

Principal, Quincy Brownfield on 10/20/21

SSC Chairperson, Heidi Schlesiger on 12/15/22

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019