THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT LAFAYETTE ELEMENTARY SCHOOL

2020-21

37-68338-6039853
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: McCarty, Anne
Contact Person: McCarty, Anne
Position: Principal
Telephone Number:
Address: 6125 Printwood Way, Lafayette Elementary, San Diego, CA, 92117-3346,
E-mail Address: amccarty@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Lafayette Elementary School

SITE CONTACT PERSON: Anne McCarty, Principal

DUE: October 5, 2020

PHONE: (858)987-5000 **FAX:** (858)987-5049 **E-MAIL ADDRESS: amccarty@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☒ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☒ English Learner Advisory Committee (ELAC)	Date of presentation: **9/30/2020**
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:
☐ Site Governance Team (SGT)	Date of presentation:
☒ Other (list): School Site Council	Date of presentation: **10/2/2020**

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: **Friday, October 2, 2020**

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Anne McCarty	/Anne McCarty 10/2/2020/
Type/Print Name of School Principal	Signature of School Principal / Date
Ella Thomas	/Ella Thomas 10/2/2020/
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Maria Elena Pluma	/Maria Elena Pluma 9/30/2020/
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Mitzi Merino	Mitzi Merino 10/5/2020
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title 1 School-wide program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Lafayette Elementary School, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-20, stakeholders were involved in the 2020-21 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included staff meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent meetings and Family Fridays held throughout the year. For the 2020-21 SPSA, Stakeholders were brought together to review data and provide input.
- January 13, 2020: The staff met to analyze data and develop a budget priority survey for staff and families. Survey was sent home with students.
-January 17, 2020: SSC & ELAC met to analyze data and provide budget recommendations. ELAC provided input on funding that would support English Language Learners.
-February 5, 2020: Staff met to provide budget recommendations.
-February 7, 2020: SSC & ELAC met to approve the 2020-21 budget
-September 9, 2020: ELAC provided input regarding supports for English Language Learners and plan for 2020-21
-September 11, 2020: SSC developed the Title 1 School Parent Compact and Title 1 Parent & Family Engagement Policy.
-September 17, 2020: The annual Title 1 Parent Meeting was held via Zoom and Home-School Compact and Parent Engagement information was sent home on September 20, 2020 via Google
-September 30, 2020: ELAC reviews SPSA and provides advice to SSC.
-October 2, 2020: SSC approved 2020-2021 SPSA

RESOURCE INEQUITIES

Due to COVID-19 and subsequent closing of schools in March and the move to distance learning, there is a need to carry on the work regarding Lafayette's root-cause analysis form the prior year. By reviewing and analyzing data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data and a review of the 2018-19 SPSA, there is a need for ongoing data collection and analysis and the implications for learning in an online format. Prior to COVID, an analysis of the student groups (3rd-5th) CAASPP results indicated 3rd grade made significant progress in ELA (55% met or exceed the standard) and Math (48% met or exceeded the standard); while overall the school maintained in ELA (43% meeting or exceeding the standard) and had a slight decline in math (29% meeting or exceeding the standard). It should be noted that Lafayette experienced student population growth in the 2018-19 school-year with the addition of the Deaf/Hard of Hearing Auditory Oral program moving from Whitman Elementary to Lafayette Elementary in the summer of 2018. Twenty-two new students to Lafayette, took the CAASPP for 2018-19 which is significant in light of 2018-29 data and the subsequent lack of CAASPP scores for 2019-2020. With Lafayette's emphasis on inclusion for all students including our DHH students who had been mainly served in separate classrooms - the impact and effects on academic progress is being analyzed, but also with a cautious eye in light of online learning.

The school's overall data for the 2018-19 school year indicated 43% of 3rd-5th grade students met or exceeded standards in ELA and only 29% met or exceeded the standards in math. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities, specifically in the area of mathematics.

As a result of this focus, there are inequities in the area of math. To support student progress in Math, Lafayette engaged in a student-centered coaching cycle in Math with an emphasis on 3-5th grade as well as our D/HH separate classrooms for the 2019-20 school-year. With COVID, and the lack of standardized measures for the 2019-20 school-year, it is difficult to say the progress gained through the coaching cycle, but with preliminary behavioral data, and frequent observations and anecdotal information, academic growth was happening. For 2020-21, the TK-5 program will participate in professional learning this year, with each grade level team identifying their "Problem of Practice", and dive deep into practice that is student-centered and focus on positive outcomes and growth. Principal observations will continue through the lenses of Focused observations in Reading, Number Talks and designated English Language Development (dELD). As a site, we will collaborate on evidenced-based strategies to improve the academic and social outcomes for our students - and in particular: students with disabilities, students who are D/HH, English Learners and our Black youth.

Student absenteeism continues to be a concern at Lafayette. We tend to have many of the same students out - which typically are students with disabilities that come from all over the county for the D/HH program. When children are absent, they can't learn. The office staff will work closely with the principal, one-day-a-week counselor, teachers and support staff to monitor attendance and social emotional needs. There will be consistent communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. For the 2020-21 school-year, Lafayette has been selected to participate and receive support from the North Central Early Prevention Program through SDUSD to target our youngest learners to support good habits, peer relationships, and to help parents' access community resources. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and the Lafayette community takes pride in the well-being of our students. Eighty-eight percent (88%) of 5th graders felt-safe at school per the CAHKS.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Megan Hicks	Teacher
Rosemary Orduno	Other School Representative
Kimberlee Jubala	Teacher
Cristina Montijo	Teacher
Ella Thomas	Parent
Ron Hynum	Parent
Anne McCarty	Principal
Judey Petix	Community Representative
Fatiha Sahri	Parent
VACANCY	Parent/Community Member

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Though consistent attendance continues to be a challenge for some families, we have improved our overall school attendance rate within the cluster. Real-time phone calls are being made to parents during online learning when a student is not present, so that we can troubleshoot technology issues or social/emotional issues that families and our students are experiencing. Personal connections are improving daily attendance.

***Major Differences**

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

Providing parents with the materials digitally has actually reduced costs associated with this goal area. Personalized interactions continue to have a stronger impact then robot-calls. We are also beginning a counseling program "North Central Early Prevention" at no cost to Lafayette, and determined through the high number of students that receive free-reduced lunch.

***Changes**

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.

Carryover based on COVID. Will analyze the impact on the NCEP program with next year's SPSA, utilizing prior and current year data.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Improve daily attendance	94.63%	96.85%	Attendance	Monthly Attendance Checks
June 2021	TK-5	Increase the average parent participation involvement rate	80%	95%	CAL-SCHLS (CSPS)	Annually

***Identified Need**

Student attendance needs to be a priority for parents, staff and students. Lafayette was second to last in average daily attendance in the Madison Cluster for the 2018-2019 school-year. We made improvement prior to COVID increasing to 94.76 %, but per the California Dashboard (5 x 5), all student groups fell in the red category, which indicates that more than 20% of our students are chronically absent. The hypothesis in increased Chronic absenteeism is due to increased enrollment with one of the D/HH programs moving to Lafayette in the 2018-19 school year. Many more students come from all over the county and utilize bussing/transportation services.
Though parents engage in some form of participation at Lafayette, we need to increase frequent participation per the 2018 California School Parent Survey (CSPS) from 80% to 95%.

***Online Learning Implications**

Lafayette is committed to providing a safe, collaborative an inclusive school regardless of the setting. During online learning, the attendance clerk is making personal phone calls as is the Elementary School Assistant to provide direct support to families. The principal is working with SDUSD's North Central Early Prevention Program to bring Social/Emotional Lessons and support to all classrooms TK-3. All students will receive a weekly lesson; some students (groups of 6-8) will receive small group support during Flex-time and all Parents are invited to attend support meetings to access community resources and the like.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Increase attendance	80%	95%	Attendance	Monthly
June 2021	TK-5	English Learner	Increase attendance	80%	95%	Attendance	Monthly
June 2021	TK-5	Black or African American	Increase attendance	88%	95%	Attendance	Monthly

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students TK-5 at Lafayette, but in particular, students with disabilities, English Learners

***Strategy/Activity - Description**

Based on our data, students with disabilities are the group of students that have high absenteeism, and many of these same students are dually identified as English Learners as well. To accomplish improving attendance even in an online learning environment, our team is committed to making daily personal phone calls to all parents, when a student is absent. An emphasis will be reducing the number of absences by our students with disabilities. The first level of support is by the attendance clerk. The second level of support is by the classroom teacher and/or counselor and the 3rd level of support is phone calls to parents by the principal.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

All Students TK-5

***Strategy/Activity - Description**

Through weekly call-outs from the principal, information posted to the Lafayette's website and literature sent home, we will engage with parents about the importance of regular participation in their child's education through volunteerism - though only 44% of parents volunteer at school per the California School Parent Survey, 97% of parents feel welcome to participate at school, so as a site team we need to engage with our parents in different ways to be active at Lafayette. Participation can take the form of volunteering for class Field Trips - and all students should have equitable access.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167A4	Interprogram Svcs/Field Trip		$2,000.00	$2,000.00	0167-30106-00-5735-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		All student access to close the Equity gap
N0167A5	Clerical Substitute Hrly		$1,500.00	$1,991.85	0167-30106-00-2456-3900-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Interpreting support/parent engagement towards safe and collaborative/inclusive schools
N0167A9	Interprogram Svcs/Duplicating		$500.00	$500.00	0167-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	[no data]		Materials for parent meeting s and communication

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Given COVID, analyzing data from the 2018-19 SPSA and developing the 2019-20 SPSA, we could not anticipate the instructional impact of the addition of the Deaf/Hard of Hearing Auditory/Oral program moving to Lafayette. Though great effort was made to improve overall student proficiency in ELA, we were still unable to meet all stated goals (50% of 5th graders would be proficient on the CAASPP ELA.) Of note, 3rd grade did exceed the target goal of 45% as 55% of all 3rd graders met or exceeded the goal, a gain of 10 percentage points on the CAASPP ELA. Progress monitoring was improved and the procedure was tightened. However anecdotal information was standard in response to how to monitor student progress in particular with students that are served primarily in a separate class. Student data was discussed monthly in progress monitoring meetings (with an emphasis on focus students) or grade-level PLCs. Despite these strategies all students did not make the stated goal of 51% meeting or exceeding proficiency. Forty-three percent (43%) of our students met or exceeded the standard in ELA, which represents-no change on the CAASPP ELA from the previous year.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Through focused observations on Guided reading, and implementing an ELA intervention program (REACH) for D/HH students - we did see many gains for students whether it be improved DRA scores from Cycle 1 (October) to Cycle 2 (February), and the expectation was by the end of the year had COVID not occurred, we would have expected to see much progress. We did follow through on monitoring meetings and planning time. However - the assessment data that was submitted to monitor student progress did not always address the intended target (the data was anecdotal; generic; or varied from teacher to teacher). The expectation for progress monitoring has been solidified and the school is using a standards-based grading system (1-4) for all assignments and data collection to help with grade level and site-level alignment.

***Changes**

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.

Prior to COVID, a standards-based grading system (1-4) has been established and being used school-wide with the exception of DRA scores. In monitoring meetings, planning time or PLCs, we will hold student work to the Critical Concepts and come to agreement on standard scoring & rubrics. We also are working on tightening our Site-based Assessment Plan across grade levels given the implications for assessments in an online learning format.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meeting or Exceeding the Standards	43%	51%	CAASPP ELA	Annually
June 2021	3	Increase % of students reading at or above grade level as measured by DRA2	55%	65%	DRA 2	Trimester
June 2021	4	Increase % of students reading at or above grade level as measured by DRA2	60%	70%	DRA 2	Trimester
June 2021	5	Increase % of students reading at or above grade level as measured by DRA2	44%	54%	DRA 2	Trimester

***Identified Need**

At Lafayette, though we've vertically aligned the curricular resources and looked closely at the standards and how we are planning for rigor, we still have many students that are not meeting or exceeding the standards in English/Language Arts.

***Online Learning Implications**

The implications for online learning are profound given that teachers may feel they are working in isolation again. We have worked hard as a team over the last five years to open our practice and our classrooms to each other and all students. The majority of students are in general education and our D/HH students have access to rigorous and challenging curriculum alongside their peers. It is imperative to keep the collaborative and analytical gains we have made, and continue to call out "Problems of Practice" at each grade level and provide teachers the time to work "side-by-side" to improve the ELA outcomes given this difficult challenge.

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Students with Disabilities	Meet or Exceed Standards	11%	24%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Meet or Exceed Standards	17%	35%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Meet or Exceed Standards	38%	50%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase % of students reading at or above grade level as measured by DRA2	31%	45%	DRA 2	Trimester
June 2021	5	English Learner	Increase % of students reading at or above grade level as measured by DRA2	31%	41%	DRA 2	Trimester
June 2021	3	Students with Disabilities	Increase % of students reading at or above grade level as measured by DRA2	20%	35%	DRA 2	Trimester
June 2021	5	Students with Disabilities	Increase % of students reading at or above grade level as measured by DRA2	20%	30%	DRA 2	Trimester
June 2021	3	Black or African American	Increase % of students reading at or above grade level as measured by DRA2	30%	45%	DRA 2	Trimester

June 2021	5	Black or African American	Increase % of students reading at or above grade level as measured by DRA2	40%	50%	DRA 2	Trimester

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students, but in particular our English Learners and Students with Disabilities (that include our D/HH students).

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will provide direct, small group instruction to those identified English Learners that are not reading at grade-level. The ISRT will also push-in to general education classes to co-teach and provide support to the instructional program. Likewise, the Education Specialists will work to support the instructional program in general education and to provide individualized support when needed. The support will mirror what is happening in general education, so that students are not missing out on critical standards-based instruction. Co-teaching has been implemented at Lafayette and our D/HH teachers are co-teaching in 3rd grade and the 3/4 combination class for the 2020-21 school-year.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F016711	Inschool Resource Tchr	0.20000	$19,017.40	$23,363.64	0167-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ISRT to provide small group, direct instruction to English learners; ISRT will also push-in to general education classrooms to provide ELA support.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

All students, but in particular our English Learners and Students with Disabilities (that include our D/HH students).

***Strategy/Activity - Description**

Funding has been allocated to purchase licenses and fees for software and online academic resources. Classroom teachers have access to Raz-Kids (which enhance necessary skills for reading comprehension) and IXL (which is standards-based and targeted for specific skill building and gap reducing targets).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167AA	Software License		$5,000.00	$5,000.00	0167-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support for closing the achievement gap

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

All students, but in particular our English Learners and Students with Disabilities (that include our D/HH students).

***Strategy/Activity - Description**

Lafayette provides multiple opportunities throughout the year for classroom teachers to be released to collaborate and participate in professional learning communities to look at student data; identify focus students and calibrate assessments and rubrics to determine next steps and best practices to improve learning for all students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167AB	Prof&Curriclm Dev Vist Tchr		$7,500.00	$9,171.75	0167-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Professional development/learning to close the achievement gap

Strategy/Activity 4

***Students to be served by this Strategy/Activity**

All students, and in particular those students not meeting grade level standards.

***Strategy/Activity - Description**

With COVID and an online learning program, it is necessary to allocate supplies for students to access at home. Lafayette will continue to allocate funds to purchase instructional materials/supplies. Preparation and the organization of instructional supplies is an important component of teaching and learning. Making sure teachers have the resources they need to support the students they teach is a priority at Lafayette.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167AD	Supplies		$4,000.00	$4,000.00	0167-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Materials/supplies to close the achievement gap (journals; white boards; pencils; paper)
N0167AG	Supplies		$6,000.00	$6,000.00	0167-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Materials/supplies to close the achievement gap (journals; white boards; pencils; paper)

Strategy/Activity 5

***Students to be served by this Strategy/Activity**

All students TK-5

***Strategy/Activity - Description**

Though on-site VAPA is on hold in early 2020-21 due to COVID, we will continue to utilize VAPA lessons and hold monies assigned for teachers to collaborate.
* Analyze student work to identify those students that are struggling and may need additional intervention.
* Discuss focus students; plan for best instructional practices by looking at common assessments
* Critical concepts and learning targets.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167AC	Interprogram Svcs/VAPA		$6,500.00	$6,500.00	0167-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		Professional learning/PLC during VAPA for students/closing the achievement gap

Strategy/Activity 6

***Students to be served by this Strategy/Activity**

All students, TK-5

***Strategy/Activity - Description**

It is important for teachers to have time to plan for the instructional year, outside the daily schedule. Time to build grade level teams and a cohesive instructional schedule taking into account the students we serve is the focus of release time. Developing a comprehensive assessment plan and grade level google folders to help guide the instructional learning for the school-year is also the focus. The principal guides the planning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167AE	Classroom Teacher Hrly		$5,000.00	$6,114.50	0167-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional Planning/Closing the achievement gap

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Given COVID, analyzing data from the 2018-19 SPSA and developing the 2019-20 SPSA, we could not anticipate the instructional impact of the addition of the Deaf/Hard of Hearing Auditory/Oral program moving to Lafayette. Given the 2018-19 SPSA, we could not anticipate the instructional impact of the addition of the Deaf/Hard of Hearing Auditory/Oral program moving to Lafayette, and though great effort was made to improve overall student proficiency in Math, we were still unable to meet all stated goals in mathematics (35% of 5th graders would be proficient on the CAASPP Math.) Of note is that the 3rd grade did exceed the target goal of 44% as 48% of all 3rd graders met or exceeded the goal, a gain of 4% on the CAASPP Math. Progress monitoring was improved and the procedure was tightened. Student data was discussed monthly in progress monitoring meetings (with an emphasis on focus students) or grade-level PLCs. Despite these strategies all students did not make the stated goal of 43% meeting or exceeding proficiency. Twenty-nine percent (29%) of our students met or exceeded the standard in math, which represents a 5.7% decrease on the CAASPP Math from the previous year. During 2019-20, Lafayette engaged in a Math student-centered coaching cycle that included students in D/HH separate classrooms as well as targeted general education classrooms focused on Number Talks, and problems in context. Through observation and behavioral data around the Mathematical Practice Standards, students were making gains in conceptual understanding.

***Major Differences**

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

We did follow through on monitoring meetings and planning time. However, the assessment data that was submitted to monitor student progress did not always address the intended target (the data was anecdotal; generic; or varied from teacher to teacher). The expectation for progress monitoring has been solidified and teachers are using a standards-based system (1-4 point scale) to track data.

***Changes**

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.

Prior to COVID, a standards-based grading system (1-4) has been established and being used school-wide with the exception of DRA scores. In monitoring meetings, planning time or PLCs, we will hold student work to the Critical Concepts and come to agreement on standard scoring & rubrics. We also are working on tightening our Site-based Assessment Plan across grade levels given the implications for assessments in an online learning format.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 - 5	Meet or Exceeding Standards	29%	43%	CAASPP Math	Annually
June 2021	3 - 5	Meet or Exceeding Standards	49%	60%	FAST aMath	Annually

***Identified Need**

At Lafayette, though we've vertically aligned the curricular resources and looked closely at the standards and how we are planning for rigor, we still have many students that are not meeting or exceeding the standards in Mathematics.

***Online Learning Implications**

The implications for online learning are profound given that teachers may feel they are working in isolation again. We have worked hard as a team over the last five years to open our practice and our classrooms to each other and all students. The majority of students are in general education and our D/HH students have access to rigorous and challenging curriculum alongside their peers. It is imperative to keep the collaborative and analytical gains we have made, and continue to call out "Problems of Practice" at each grade level and provide teachers the time to work "side-by-side" to improve the Math outcomes given this difficult challenge.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Meet or Exceeding Standards	11%	29%	CAASPP Math	Annually
June 2021	3-5	English Learner	Meet or Exceeding Standards	17%	30%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Meet or Exceeding Standards	23%	35%	CAASPP Math	Annually

June 2021	3- 5	English Learner	Meets or Exceeding Standards	35%	45%	FAST aMath	Annually
June 2021	3- 5	Students with Disabilities	Meets or Exceeding Standards	17%	27%	FAST aMath	Annually
June 2021	3- 5	Black or African American	Meets or Exceeding Standards	40%	50%	FAST aMath	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students, but in particular our English Learners and Students with Disabilities (that include our D/HH students).

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will push-in to general education classes to co-teach and provide support to the instructional program in math to those identified as English Learners. Likewise, the Education Specialists will work to support the instructional program in general education through co-teaching and to additionally provide individualized support when needed in math. The support will mirror what is happening in general education, so that students are not missing out on critical standards-based instruction in mathematics For 2020-21, we have co-teachers in 3rd Grade and the 3/4th grade combination class supporting all students - but D/HH in particular. Lafayette provides multiple opportunities for collaboration and planning through professional development and PLCs to monitor student progress, set learning targets and identify areas of growth and need. We accomplish this through the use of visiting teachers.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01672R	Prof&Curriclm Dev Vist Tchr		$3,000.00	$3,668.70	0167-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional development and learning/Closing the achievement gap

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

All students, but in particular our English Learners and Students with Disabilities (that include our D/HH students).

***Strategy/Activity - Description**

Lafayette allocates resources to purchase licenses and fees for software and online evidence-based academic resources. Classroom teachers have access to IXL (which is standards-based and targeted for specific skill building and gap reducing targets).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01672B	Software License		$2,000.00	$2,000.00	0167-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Closing the achievement gap
N01678W	Software License		$1,000.00	$1,000.00	0167-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Closing the achievement gap

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

All students, and in particular those students not meeting grade level standards.

***Strategy/Activity - Description**

With COVID and an online learning program, it is necessary to allocate supplies for students to access at home. Lafayette will continue to allocate funds to purchase instructional materials/supplies. Preparation and the organization of instructional supplies is an important component of teaching and learning. Making sure teachers have the resources they need to support the students they teach is a priority at Lafayette.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01676J	Supplies		$2,619.66	$2,619.66	0167-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Materials/supplies to support closing the achievement gap (pencils, journals, white boards, paper)
N0167AF	Supplies		$6,000.00	$6,000.00	0167-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Materials/supplies to support closing the achievement gap (pencils, journals, white boards, paper)

Strategy/Activity 4

***Students to be served by this Strategy/Activity**

All students, TK-5

***Strategy/Activity - Description**

Though on-site VAPA is on hold in early 2020-21 due to COVID, we will continue to utilize VAPA lessons and hold monies assigned for teachers to collaborate.

* Analyze student work to identify those students that are struggling and may need additional intervention.
* Discuss focus students; plan for best instructional practices by looking at common assessments
* Critical concepts and learning targets.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01677A	Interprogram Svcs/VAPA		$6,500.00	$6,500.00	0167-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		Professional Learning (PLC) while students are participating in VAPA, teachers are collaborating to close the achievement gap
N0167A7	Prof&Curriclm Dev Vist Tchr		$2,368.00	$2,895.83	0167-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		PLC/Closing the achievement gap

Strategy/Activity 5

***Students to be served by this Strategy/Activity**

All students, TK-5

***Strategy/Activity - Description**

Teachers having time to plan for the instructional year, outside the daily schedule is important in terms of building grade level teams and having the time to build a cohesive instructional schedule taking into account the students we serve; develop a comprehensive assessment plan; build grade level google folders and guide the instructional learning for the school-year. The principal guides the planning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01672J	Classroom Teacher Hrly		$5,000.00	$6,114.50	0167-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional Planning/Closing the achievement gap
N0167A3	Classroom Teacher Hrly		$2,000.00	$2,445.80	0167-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional Planning/Closing the achievement gap

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Though we are reclassifying students at a high rate and met our target of 80% from the previous year's SPSA, and our RFEPs are outperforming the school (68% meeting or exceeding the standards on CAASPP ELA), for 2018-2019, our English Learners are underperforming compared to their peers (17% to 43%). Previous small group instruction was based on teacher needs (instructional schedule) and students potentially missed out on core instruction because of the needed/required support. Similarly, our English Learners are underperforming compared to the rest of the school in mathematics as well (17% to 29%). RFEPS outperformed the school average by 10% (39% to 29%) on the CAASPP Math assessment. Based on the California dashboard, 54.3% are making progress towards English language proficiency. additionally, 52% of our English Learners gained at least one (1) ELPI level

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The EL-ISRT and Education Specialists have created a schedule that is student-centered and have directed grade level scheduling of support, so that students are not missing out on critical common core learning. Monitoring of student progress will be concrete and tied to specific student work sample evidence. Given COVID, it is critical to maintain connections and support will also be receiving support in general education. Because many students are dual identified - the support teachers are making every effort to provide meaningful, rigorous support that is tied to what is happening in the general education classroom. Additionally, all teachers are utilizing the newly adopted Benchmark English Language Development instructional materials for alignment.

***Changes**

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.

We believe our English Learners can be successful through targeted, strategic support. This will be accomplished by the EL-ISRT mirroring the academic work that is happening in general education at the same time as small group instruction, so that students are not missing out on critical learning. Our goals are ramped up to close the achievement gap as well as to solidify the monitoring of student progress.
Additionally, all teachers are utilizing the newly adopted Benchmark English Language Development instructional materials for alignment.

***Integrated English Language Development**

Due to COVID, ongoing classroom observations will continue in support of English Language Development. In 2019-20, Lafayette participated in a four-week coaching cycle with support from the district English Learner Instructional- Resource Teacher (who is different than our site EL-ISRT) that provided teachers with professional development and coaching, as well as helping us with monitoring student progress. Our area of focus is mathematics this year, and we integrate language development through Number Talks by creating specific Language Targets in context.

***Designated English Language Development**

Lafayette has submitted our schedule for designated ELD instruction. For our deaf students, we also have designated American Sign Language built into the schedule. For our English Learners, we will also use the newly adopted Designated ELD (dELD) online instructional resources provided by Benchmark and will provide teachers with professional development opportunities and release time to collaborate and develop a plan to implement the new resources.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Improve ELA meeting or exceeding	17%	35%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Improve Math meeting or exceeding	17%	30%	CAASPP Math	Annually
June 2021	3	English Learner	Increase % of students reading at or above grade level as measured by DRA2	31%	45%	DRA 2	Annually

June 2021	5	English Learner	Increase % of students reading at or above grade level as measured by DRA2	31%	45%	DRA 2	Annually
June 2021	K - 5	English Learner	Meets or Exceeds Standards on aFAST	35%	45%	Other (Describe in Objective)	Annually

***Identified Need**

English Learners at Lafayette that have not been reclassified, have the 2nd highest achievement gap among subgroups based on 2018-19 CAASPP data.

***Online Learning Implications**

Due to COVID, the scheduling of Designated and Integrated ELD support is paramount to student success. Utilizing Classroom teachers, the EL-ISRT and Education Specialists, ELs and SWD were scheduled first and the instructional schedule built around student support. Lafayette is utilizing co-teaching, and small group support. Additionally, the Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1-5	English Learner	95% of ELs eligible for reclassification	80%	95%	Other (Describe in Objective)	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

EL-ISRT will provide direct instruction to our English Learners as well as collaborate with classroom teachers around quality Tier 1 instruction to promote positive outcomes for English Learners. The Resource teacher will coordinate the EL program, administer the ELPAC and monitor the progress and growth of our English Learners.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F016712	Inschool Resource Tchr	0.20000	$19,017.40	$23,363.64	0167-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		ISRT to provide small group, direct instruction to English Learners. ISRT will also push-in to general education classrooms to provide support.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

Visiting teachers are utilized so that classroom teachers can be released to participate in coaching cycles; professional learning communities and specific professional development in support of our English Learners.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167V	Prof&Curriclm Dev Vist Tchr		$5,500.00	$6,725.95	0167-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Professional Learning/Closing the Achievement Gap
N01675F	Conference Local		$1,000.00	$1,000.00	0167-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Closing the achievement gap/Capacity building
N016785	Inservice supplies		$1,200.00	$1,200.00	0167-30100-00-4304-1000-1110-01000-0000	Title I Basic Program	[no data]		Materials for Professional Learning

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

Lafayette works to ensure students have updated instructional materials such as guided reading libraries and necessary instructional tools for the classroom. Due to COVID, materials are sent home so that all students have access to a free education.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01672Z	Supplies		$2,414.66	$2,414.66	0167-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional Materials/Closing the Equity gap
N01674B	Interprogram Svcs/Duplicating		$1,500.00	$1,500.00	0167-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	[no data]		Materials/duplication to close the achievement gap
N01677G	Supplies		$3,837.00	$3,837.00	0167-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional Materials/Closing the Equity gap
N0167AH	Clerical Substitute Hrly		$1,500.00	$1,991.85	0167-30106-00-2456-3900-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Interpreting support

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

· Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
· Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
· Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

In 2019-20, Lafayette was selected as a Lighthouse school for our inclusive and supportive learning environment. Prior to COVID, we participated in a coaching cycle with Dr. Richard Villa and Dr. Jacqueline Thousand. All teachers participated in Professional Learning with Dr. Villa on best teaching strategies/practice for Co-teaching and Collaboration. Teachers and students also participated in a Math coaching cycle which included a D/HH classroom. Anecdotally and through frequent focused observations, students were making progress and exhibited meaningful participation and engagement.

***Major Differences**

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

Focus will be on all students with disabilities (of which many are dually-identified). Due to COVID and online learning, we are presented with a serious challenge for students who are Deaf/Hard of Hearing and utilize American Sign Language to communicate. This is difficult with a ZOOM platform.

***Changes**

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, we are carrying over the stated goals as this continues to be a growth area and student progress will be monitored.

*Goal 5- Students with Disabilities						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Meeting or exceeding ELA standards as measured by CAASPP	9%	24%	Other (Describe in Objective)	Annually
June 2021	3-5	Meeting or exceeding Math standards as measured by CAASPP	9%	29%	Other (Describe in Objective)	Annually
June 2021	3	Increase % of students reading at or above grade level as measured by DRA2	20%	35%	DRA 2	Annually
June 2021	5	Increase % of students reading at or above grade level as measured by DRA2	20%	35%	DRA 2	Annually
June 2021	K - 5	Meet or exceeds standards on the aFAST	17%	27%	Other (Describe in Objective)	Annually

***Identified Need**

Our students with disabilities at Lafayette, including our Deaf/Hard of Hearing students, have the highest achievement gap among subgroups based on CAASPP data. Students with disabilities represent 34.6% of our total TK-5 enrollment at Lafayette which is a decrease from prior years.

***Online Learning Implications**

The Lafayette team is committed to implementation of IEP Services in this Online Learning format. This is exceptionally challenging for students who utilize American Sign Language particularly in ZOOM settings and modifications/adjustments that we are making to support learning. Our educators received professional learning on how to implement IEP services online during the Welcome week In August 2020, and what their role is as part of an integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators. Schedules have been developed that are student-centered and support has been built to support students in general education.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Students who are D/HH meeting or exceeding the standards on ELA CAASPP	7%	20%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Students who are D/HH meeting or exceeding the standards on Math CAASPP	7%	20%	Other (Describe in Objective)	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Students with disabilities (Including students who are D/HH)

***Strategy/Activity - Description**

Students with disabilities will be scheduled first into classrooms so that the D/HH and Education Specialists can build instructional support. In addition, per the students IEP when small group instruction is called out, the support will mirror exactly what is happening in general education (Guided Reading as an example) - so that students are not missing out on critical instruction and learning with non-disabled peers.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

Students with disabilities (Including students who are D/HH)

***Strategy/Activity - Description**

All teachers of students with disabilities (Education Specialists and Teachers of the Deaf) are required to participate in every professional development and learning opportunity as well as monitoring meetings at the site; within the cluster and Steam Innovation pilot programs. Funds are allocated by the site for our special education teachers to participate in district trainings and materials are purchased above and beyond what is allocated for the separate classrooms. This is done and called out in the other goal areas (ELA; Math: and EL (as many students are dual-identified), as we believe that all students and all teachers should have the same opportunity as their general education counterparts, funded or not. All students are general education students first.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	Maintain 0% Suspension Rate	0%	0%	Suspensions (Classroom and School)	Monthly

***Goal 6 Supporting Black Youth - Additional Goals**

In 2020-21 school year, Lafayette will develop and implement a site-specific system for tracking classroom referrals.

***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.

Though our suspension rate was 0% for 2019-20, we continue to see referrals come from different classrooms. It is apparent we need to revisit our policy/system for generating referrals and how to support students, though there have been no referrals during online learning.

***Online Learning Implications**

Due to COVID, it is imperative that Lafayette builds support for our black youth through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. We have been selected to receive services for the 2020-21 school-year through SDUSD for North Central Early Prevention Program to assist students in whole group settings; small group settings and providing parent support.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Black Youth

***Strategy/Activity - Description**

We have been selected to receive services for the 2020-21 school-year through SDUSD for North Central Early Prevention Program to assist students in whole group settings; small group settings and providing parent support particularly around Social/emotional learning.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

At Lafayette, we start every day with a morning assembly for TK-5 classrooms. We're fortunate to have quite a bit of family participation at morning assembly as students are lined up with their classmates, and parents can walk with their children to class. This kind of participation lends itself to the positive, inclusive community we are building at Lafayette. Due to COVID, we have not had that sense of community, though Back to School Night was well attended as was device and instructional materials distribution. In addition, enrollment has held steady and TK-5 enrollment is 254 for 2020-21as of September 28, 2020; and it was 254 on September 30, 2019.
However, we still have parents that may not understand how they can participate in their child's schooling and how they can help support the academic and social growth of their student. We see this in our attendance data and the perception that "it's only elementary, they'll catch up." Lafayette's English Learner Advisory Committee is one way for parents to participate and learn about their role in the school, and their child's progress - but yet, those are the same parents in attendance that are at school events already. We need to reach those parents and families that we have little contact with outside of Parent/Teacher Conferences twice a year. Per the California Schools Parent Survey (CSPS), though 61% of parents know what their expected role is at school, 30% responded "just okay." We need to solidify how parents understand their role in supporting their student(s) at Lafayette. Due to COVID, we are making personal phone calls in real-time when students are not logged-in to class and supporting families with technology or resource issues.

***Major Differences**

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

This will be a carryover focus area from the prior year due to COVID and lack of CSPS data: Though we survey our parents, particularly our English Learner families frequently, we have yet to capture those parents of students that are below grade level who may be underrepresented at school events. We need to capture that data for all families to determine what is keeping them from participating at Lafayette and identifying their role in their child's academic and social emotional progress.

***Changes**

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.

Parent surveys will be sent to all families - not just our English Learner families.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent participation in expected role at school	61%	95%	CAL - SCHLS (CSPS)

***Identified Need**

Per the 2018-19 California Schools Parent Survey (CSPS), though 61% of parents know what their expected role is at school, 30% responded "just okay." We need to solidify how parents understand their role in supporting their student(s) at Lafayette.

***Online Learning Implications**

Due to COVID and in support of our families, a Welcome Week was hosted for educators, students, and families in which virtual lessons, training, and professional development was offered for all. Students also received a district issued device to ensure access to curriculum while in a distance learning format as well as school supplies. Ongoing support is happening for families and Lafayette will receive North Central Early Prevention Program services (through SDUSD) to provide social/emotional learning and support for not only students but families as well.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase % of Parents responding "Strongly Agree" in what their expected role is at school	61%	95%	Other - Describe in Objective

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families will be served by this activity.

***Strategy/Activity - Description**

Parent surveys to all families about how parents can support their student and determine the barriers to meaningful access.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01673V	Inservice supplies		$428.06	$428.06	0167-30103-00-4304-2495-1110-01000-0000	Title I Parent Involvement	[no data]		Materials for parent meetings/surveys to increase parent engagement

Strategy/Activity 2

***Families to be served by this Strategy/Activity**

All families and students

***Strategy/Activity - Description**

Allocate funds for interpreting support for parent workshops and meetings.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01675J	Clerical OTBS Hrly		$750.00	$995.94	0167-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Interpreting support /parent conferences
N0167A6	Clerical OTBS Hrly		$2,250.00	$2,987.79	0167-30106-00-2451-3900-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Interpreting support to families to increase parent engagement

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Given COVID and the 2018-19 SPSA, we could not anticipate the instructional impact of the addition of the Deaf/Hard of Hearing Auditory/Oral program moving to Lafayette, and though great effort was made to improve overall student proficiency and increase student Developmental Reading Scores (DRA), we were still unable to meet all stated goals (50% of 5th graders would be proficient on the CAASPP ELA.) Of note is that the 3rd grade did exceed the target goal of 45% as 55% of all 3rd graders met or exceeded the goal, a gain of 10% on the CAASPP ELA. Progress monitoring was improved and the procedure was tightened, however anecdotal information was standard in response of how to monitor student progress in particular with students that are served primarily in a separate class. Student data was discussed monthly in progress monitoring meetings (with an emphasis on focus students) or grade-level PLCs. Despite these strategies all students did not make the stated goal of 51% meeting or exceeding proficiency. Forty-three percent (43%) of our students met or exceeded the standard in ELA, which represents-no change on the CAASPP ELA from the previous year.

***Major Differences**

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

Teachers new to the site and coming from different grade levels, did not know the components of a balanced literacy block. Also, some teachers had been giving the DRA2 but not consistently and with reliability from student to student or grade level to grade level. In 2019-20, D/HH teachers also implemented a new intervention curriculum (REACH), where we some marked literacy improvement based on the data we had prior to COVID. We are also onboarding a new ELA adoption (Benchmark) for the 2020-21 school year.

***Changes**

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.

Though everyone TK-5 (including our D/HH teachers) utilize the DRA to assess students, there is variability in the scoring. The team will work together to make sure that score reports are an accurate reflection of student performance on the assessment on that day - not what a student can do "most of the time." Anecdotal data will not be allowed as evidence. In monitoring meetings, planning time or PLCs, we will look at score reports for consistency/scoring reliability. Funds will be allocated for professional training.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase % of students reading at or above grade level as measured by DRA2	55%	65%	Grade 3 ELA Reading	Trimester
June 2021	5	Increase % of students reading at or above grade level as measured by DRA2l	44%	54%	Grade 5 ELA Reading	Trimester

***Identified Need**

During the 2018-19 school-year, 55% of our 3rd grade students met or exceeded the standards per the CAASPP ELA. 43% of our 5th graders met or exceeded standards as measured by the CAASPP ELA. We have many students that are not meeting grade level expectations and focus students can be identified early for targeted intervention. Teacher training in best practices and how to administer assessments and utilize technology programs that have been purchased is crucial.

***Online Learning Implications**

Given an online learning platform, we are developing systems to gather accurate, valid assessment information whether in whole group or small group and the utilization of breakout rooms.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase % of students reading at or above grade level as measured by DRA2	31%	45%	Grade 3 ELA Reading	Trimester

June 2021	3	Students with Disabilities	Increase % of students reading at or above grade level as measured by DRA2	20%	35%	Grade 3 ELA Reading	Trimester
June 2021	5	English Learner	Increase % of students reading at or above grade level as measured by DRA2	31%	41%	Grade 5 ELA Reading	Trimester
June 2021	5	Students with Disabilities	Increase % of students reading at or above grade level as measured by DRA2	20%	30%	Grade 5 ELA Reading	Trimester
June 2021	3	Black or African American	Increase % of students reading at or above grade level as measured by DRA2	30%	45%	Grade 3 ELA Reading	Trimester
June 2021	5	Black or African American	Increase % of students reading at or above grade level as measured by DRA2	40%	50%	Grade 5 ELA Reading	Trimester

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students, but specifically students in 3rd & 5th grade.

***Strategy/Activity - Description**

Funding for teachers to be trained on best practices to implement quality reading instruction.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Since 2015, STEAM learning has been at the forefront of the instructional goals at Lafayette. A partnership was forged with UCSD Biocircuits Institute Elementary Outreach program to provide hands-on learning for students in Grades 3 -5. We are proud of the opportunities we continue to provide for our students in this, our fifth year. During the Summer of 2020, we received word from UCSD, that we would have the Outreach Program for another four years, essentially through June 2024.

Additionally, Lafayette has been the recipient of many grants to create an outdoor education program with one of our biggest supporters, Sage Garden Project. Some of the learning that students are focused on are: Creating and sustaining a school garden; garden lessons and activities that are tied to Common Core and Next Generation Science Standards; creating a pollinator garden and nutrition and healthy eating in the school garden. Lafayette also has a California Native Plants Garden that is part of our pollinator program and students are also learning about composting with our worm bin. Our outdoor garden education program continues during online learning with Synchronous lessons (Virtual Field Trips) and Asynchronous learning (prerecorded lessons/activities). Garden Supplies will be distributed to students in early October 2020.

As part of the TK-2 STEAM Innovations Pilot Initiative, Lafayette is entering the third year of implementation. Teachers of Kindergarten through Second grade (including our D/HH teachers) participate and attend summer STEAM Workshops and STEAM Institutes. This year the pilot expanded to Second grade and ongoing training, professional development and lesson development continues with Transitional Kindergarten, Kindergarten and First grade teachers which consists of training around thematic strands, literacy & numeracy; NGSS and Integrated Project-Based learning.

To bridge the gap until implementation for the entire school, teachers in grades 3-5 have also been trained through Kids Spark Education's Emerging Engineers project that includes access to mobile STEM Labs and researched-based hands-on learning to our students.

As the principal, I continue to support our STEAM efforts by providing planning time; conducting walkthroughs and observations to provide instructional feedback, and allocate time within PLCs to plan for STEAM activities and lessons and continue to fund training and professional development for teachers.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

During online learning, it is essential to have systems and structures in place to keep teachers and staff connected to each other, their students and families as well as the principal. The principal has created a Lafayette Online Learning Q & A, were real-time questions can be asked by any of the staff and information and responses are shared. As a site, we have created a Webpage in Google Sites - that acts as a "landing page" for our families to access multiple classrooms and the Learning Management System (LMS), as well as a multitude of resources from Mindfulness, to our English Learner-In-school Resource Teacher, Counselling and Related Service Providers. Lafayette has also created a Google Sheet "Teacher Schedule," whereby all staff including paraeducators, can click on the teacher schedule and have access to the Zoom log-in information for each teacher. The Principal has also created a Google Classroom where all instructional and operational resources are posted.

The Principal of Lafayette will work collaborative with all teachers to ensure that all stakeholders are working to make progress on our objectives throughout the year by implementing a Cycle of Continuous Improvement. We will accomplish this through the following:

GVC - Literacy/Math- Standards- based Instruction & Grading

-Readers & Writer's Workshop: Focus on Reading Writing, Listening & Research & Inquiry; Designated ELD - Utilizing New Benchmark Adoption

-

Math - Focus on Concepts & Procedures; Problem Solving & Modeling; Justify Reasoning - utilizing Engage NY; Envision or Math Content Priority Standards

-High Impact Strategies: Clarity of Purpose; Checking for Understanding/FEEDBACK

-Quality Learning Interactions

-Quality Teaching Practices

Tier 1 Instruction/Teacher Capacity

-**Learning Cycles:**

-LC 1) Maslow: Student Needs are met in a safe, collaborative classroom

-LC2) Collaborative Conversations: Students do the talking; questioning; justifying

-LC3) Webb's DOK/Bloom's Taxonomy; Gardner's Multiple Intelligences:

-LC4) Productive Struggle - MEANING MAKING

Assessment Alignment/Data Analysis

-Common Site Assessments - Expectation for Grade-level team planning

-Drives the PLC work (lesson design/progress monitoring

-

Equity Lens -CALL to ACTION:

-Students with Disabilities

-English Learners&

-Black Youth

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Lafayette Elementary

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 72,529
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 144,331.12

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$35,150.12

Subtotal of additional federal funds included for this school (30106): $35,150.12

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

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$36,652

Subtotal of state or local funds included for this school (09800): $ 36,652

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $144,331.12

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Lafayette Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

In the fall of 2019, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Lafayette Elementary School has developed a written Title I parent & family engagement policy with input from Title I parents. Information was presented to parents and gathered from parents via Family Friday; English Learner Advisory Committee and School Site Council.

It has distributed the policy to parents of Title I students.
The policy is sent home with students during the 4th week of school.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The policy is sent home in English and Spanish

To involve parents in the Title I, Part A programs, the following practices have been established:

- Lafayette utilizes parent committees such as English Learner Advisory Committee that develops needs assessment surveys; School Site Council; Associated Student Body; Family Fridays and such to elicit and share information

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- The principal of Lafayette shares Title 1 Program information to parents during Back to School night; School Site Council, English Learner Advisory Committee (ELAC) and Family Friday during the month of September and throughout the year as the school prepares to determine site priorities for the school instructional/operational budget.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Back to School Night is during the evening on September 19, 2019 for parents to hear about the Title 1 programs as well as Family Friday on September 27, 2019 which provides a morning opportunity for parents to hear about Lafayette's Title 1 program.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Monthly meetings of the School Site Council and English Learner Advisory Committee are vehicles to elicit and share information with parents and families. Family Fridays are conducted monthly as well and parents are presented with information regarding the instructional program.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

- The principal of Lafayette shares Title 1 Program information to parents during Back to School night; School Site Council, English Learner Advisory Committee and Family Friday during the month of September and throughout the year as the school evaluates the effectiveness of Title 1 activities.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The principal of Lafayette shares the expectations of grade-level content; the professional development plan; School-wide data and such through School Site Council, English Learner Advisory Committee and Family Friday.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- All are welcome to participate in School Site Council and English Learner Advisory Committee meetings; and Family Friday information meetings that are conducted monthly. The principal also is available to discuss their child's instructional program.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student

academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Information on how to support the learning of their student is provided during English Learner Advisory Committee meetings; Family Fridays; Back to School Night; Parent/Teacher conferences and workshops offered through the school and/or Madison cluster events/activities

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Lafayette provides educational literature; workshops; partnership development and informational meetings to help support parent's involvement in their child's learning.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Information on how to support the learning of their student is provided during English Learner Advisory Committee meetings; Family Fridays; Back to School Night; Parent/Teacher conferences and workshops offered through the school and/or

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Lafayette works to ensure parents have information on not only the site operations and how to get involved in the daily instructional program; but volunteering to serve on committees, participate in school activities such as ASB; the garden collaborative; class field trips and to have access to the principal and site personnel to assist parents and families with questions on how to support their child's education.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The school has multiple areas in an around the office to notify parents of upcoming events and activities; parent meetings; and pertinent student information as well as

information posted on the marquee; school website; Peachjar digital flyers; and Twitter feed.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Lafayette actively pursues parental involvement for committees; school events; garden collaborative; classroom volunteers; community outreach; and extended learning

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Meeting information; Family Fridays; morning assemblies; school committees are provided in English; Spanish; and when needed American Sign Language

If the school-wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- The school works with the district office/Quality Assurance to resolve parent concerns.

This policy was adopted by Lafayette School Site Council on September 11, 2020 and will be in effect for the period of September 2020 – July 2021.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 20, 2020.

Signature of authorized official here: Date Approved: 9/11/2020

/Anne McCarty/

Anne McCarty, Principal

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

LAFAYETTE ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This Title 1 School Parent Compact is in effect for the school year 2020-21.

Lafayette Elementary School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction and the ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

How does the school address this?

- In November, at the required parent/guardian conference
- In March, at the second parent/guardian conference (mandatory for those needing extra help; or for those that request additional information regarding student progress)
- Anytime you ask or when the school/teacher has information to share
- Through verbal and/or written reports as needed
- Through Standards-based Report Cards three times during the school year

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Information on how to support the learning of their student is provided during ELAC meetings; Family Fridays; Back to School Night; Parent/Teacher conferences and workshops offered through the school and/or Madison Cluster events.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Through training of parents for SSC; ELAC; Lafayette's website; Peachjar flyers and informational Family Friday presentations, parents are given instructional literature and resources such as "High Impact Strategies" to help further understanding of grade-level standards and expectations.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Frequent staff meetings; daily morning assemblies, weekly principal call-outs and close collaboration with our families, ensures information is shared between home and school.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Lafayette works to ensure parents have information on not only the site operations and how to get involved in the daily instructional program; but volunteering to serve on committees, participate in school activities such as ASB; the garden collaborative; class field trips and to have access to the principal and site personnel to assist parents and families with questions on how to support their child's education.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- The school has multiple areas in an around the office to notify parents of upcoming events and activities; parent meetings; and pertinent student information as well as information posted on the marquee; school website; Peachjar digital flyers; and Twitter feed.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Lafayette actively pursues parental involvement for committees; school events; garden collaborative; classroom volunteers; community outreach; and extended learning

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Meeting information; Family Fridays; morning assemblies; school committees are provided in English; Spanish; and when needed American Sign Language

This Compact was adopted by the Lafayette Elementary School Site Council on September 11, 2020 and will be in effect for the period of September 2020 – July 2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: September 20, 2020.

Signature of authorized Official

Anne McCarty, Principal

/Anne McCarty/

Date Approved: 9/11/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

SCHOOL PERFORMANCE OVERVIEW

Lafayette Elementary

Explore the performance of Lafayette Elementary under California's Accountability System.

Chronic Absenteeism

Red

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Orange

Mathematics

Orange

School Details

NAME
Lafayette Elementary

ADDRESS
6125 Printwood Way
San Diego, CA 92117-3346

WEBSITE
http://new.sandi.net/sch...

GRADES SERVED
K-6

LAFAYETTE ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
266	83.8%	33.5%	0.8%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

29.1 points below standard

Declined 6.5 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

Orange

45.4 points below standard

Declined 14.5 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

54.3% making progress towards English language proficiency

Number of EL Students: 46

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LAFAYETTE ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Red

23.7% chronically absent

Increased 6.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

5 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LAFAYETTE ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0% suspended at least once

Declined 1.7% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	5
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students

Orange

29.1 points below standard

Declined 6.5 Points ▼

Number of Students: 93

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

111.7 points below standard

Maintained -2.9 Points

Number of Students: 34

White

No Performance Color

14.8 points below standard

No Data

Number of Students: 11

English Learners

Orange

31.1 points below standard

Declined 6.4 Points ▼

Number of Students: 49

Hispanic

Orange

33 points below standard

Declined 10.7 Points ▼

Number of Students: 72

Socioeconomically Disadvantaged

Orange

35.7 points below standard

Declined 10.8 Points ▼

Number of Students: 83

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	30.3 points below standard	22.6 points below standard	29.1 points below standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
73 points below standard	2.7 points above standard	27.1 points below standard
Declined 3.7 Points ▼	Declined 41.8 Points ▼	Maintained -1.9 Points
Number of Students: 22	Number of Students: 27	Number of Students: 43

Mathematics

All Students

Explore 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.

All Students

Orange

45.4 points below standard

Declined 14.5 Points ▼

Number of Students: 93

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

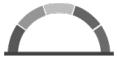
Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Two or More Races

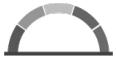


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

107.6 points below standard

Declined 21.2 Points ▼

Number of Students: 34

White

No Performance Color

55 points below standard

No Data

Number of Students: 11

English Learners

Orange

48.2 points below standard

Declined 12.1 Points ▼

Number of Students: 49

Hispanic

Orange

42.5 points below standard

Declined 10.7 Points ▼

Number of Students: 72

Socioeconomically Disadvantaged

Orange

50.4 points below standard

Declined 15.4 Points ▼

Number of Students: 83

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	29.6 points below standard	30.9 points below standard	45.4 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

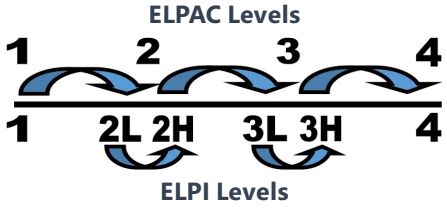
Current English Learners	Reclassified English Learners	English Only
72.1 points below standard	28.9 points below standard	41.6 points below standard
Declined 4.6 Points ▼	Declined 41.8 Points ▼	Declined 15 Points ▼
Number of Students: 22	Number of Students: 27	Number of Students: 43

English Learner Progress Indicator

All English Learner Students

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

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

54.3% making progress towards English language proficiency

Number of EL Students: 46

Performance Level

Medium

Student English Language Acquisition Results

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.

ELs Who Decreased at Least One ELPI Level	19.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	26%
ELs who Maintained ELPI Level 4	2.1%
ELs Who Progressed at Least One ELPI Level	52.1%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students

Red

23.7% chronically absent

Increased 6.3% ▲

Number of Students: 279

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

- Students with Disabilities
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- White

Orange

No Students

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

- American Indian
- Asian
- African American
- Filipino
- Foster Youth
- Homeless
- Pacific Islander
- Two or More Races

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian

No Performance Color

18.2% chronically absent

Maintained 0%

Number of Students: 11

African American

No Performance Color

23.1% chronically absent

No Data

Number of Students: 13

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

42.3% chronically absent

Increased 28.5% ▲

Number of Students: 26

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

27.3% chronically absent

Increased 13.9% ▲

Number of Students: 11

Students with Disabilities

Red

34% chronically absent

Increased 10.7% ▲

Number of Students: 100

English Learners

Red

21.1% chronically absent

Increased 11.2% ▲

Number of Students: 95

Hispanic

Red

24.7% chronically absent

Increased 5.4% ▲

Number of Students: 190

Socioeconomically Disadvantaged

Red

25.2% chronically absent

Increased 6.4% ▲

Number of Students: 234

White

Red

21.7% chronically absent

Increased 8.9% ▲

Number of Students: 46

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students

Blue

0% suspended at least once

Declined 1.7% ▼

Number of Students: 285

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

No Performance Color

- African American
- Asian
- Filipino
- Foster Youth
- Homeless
- Two or More Races
- Pacific Islander

African American

No Performance Color

0% suspended at least once

No Data

Number of Students: 13

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 29

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

Blue

0% suspended at least once

Declined 2.2% ▼

Number of Students: 96

Hispanic

Blue

0% suspended at least once

Declined 2.6% ▼

Number of Students: 195

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Declined 2% ▼

Number of Students: 239

Students with Disabilities

Blue

0% suspended at least once

Declined 3.3% ▼

Number of Students: 102

White

Blue

0% suspended at least once

Maintained 0%

Number of Students: 47

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	1.2%	1.7%	N/A

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lafayette
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	131	39.7	121	39.7	111	43.2	100	43.0	97	43.3	3.6	0.3	124	31.5	112	33.0	112	33.9	101	34.7	97	28.9	-2.6	-5.8
Female	63	39.7	62	38.7	53	56.6	52	42.3	47	46.8	7.1	4.5	58	27.6	58	20.7	53	37.7	53	22.6	47	21.3	-6.3	-1.3
Male	68	39.7	59	40.7	58	31.0	48	43.8	50	40.0	0.3	-3.8	66	34.8	54	46.3	59	30.5	48	47.9	50	36.0	1.2	-11.9
African American	4	-	6	-	4	-	1	-	5	-	-	-	5	-	5	-	4	-	1	-	5	-	-	-
Asian**	4	-	1	-	1	-	1	-	1	-	-	-	3	-	1	-	1	-	1	-	1	-	-	-
Filipino	2	-	2	-	1	-	2	-	1	-	-	-	2	-	2	-	1	-	2	-	1	-	-	-
Hispanic	80	30.0	80	36.3	75	45.3	74	44.6	76	40.8	10.8	-3.8	74	24.3	72	29.2	76	28.9	75	38.7	76	28.9	4.6	-9.8
Indochinese**	9	-	4	-	1	-	2	-	-	-	-	-	9	-	4	-	1	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	3	-	1	-	1	-	0	-	-	-	1	-	3	-	1	-	1	-	0	-	-	-
White	25	64.0	15	46.7	18	22.2	10	20.0	11	54.5	-9.5	34.5	25	40.0	15	53.3	18	33.3	10	10.0	11	36.4	-3.6	26.4
Multiracial	5	-	10	40.0	10	60.0	9	-	3	-	-	-	5	-	10	20.0	10	50.0	9	-	3	-	-	-
English Learner	37	5.4	32	12.5	29	20.7	29	10.3	27	14.8	9.4	4.5	36	11.1	29	17.2	30	13.3	30	26.7	27	14.8	3.7	-11.9
English-Speaking	94	53.2	89	49.4	78	53.8	69	58.0	70	54.3	1.1	-3.7	88	39.8	83	38.6	78	43.6	69	39.1	70	34.3	-5.5	-4.8
Reclassified†	26	69.2	16	81.3	15	80.0	18	83.3	28	67.9	-1.3	-15.4	24	54.2	16	43.8	15	53.3	18	61.1	28	39.3	-14.9	-21.8
Initially Eng. Speaking	68	47.1	73	42.5	63	47.6	51	49.0	42	45.2	-1.9	-3.8	64	34.4	67	37.3	63	41.3	51	31.4	42	31.0	-3.4	-0.4
Econ. Disadv.*	107	37.4	101	37.6	86	40.7	86	43.0	86	40.7	3.3	-2.3	100	29.0	94	28.7	87	29.9	87	33.3	86	27.9	-1.1	-5.4
Non-Econ. Disadv.	24	50.0	20	50.0	25	52.0	14	42.9	11	63.6	13.6	20.7	24	41.7	18	55.6	25	48.0	14	42.9	11	36.4	-5.3	-6.5
Gifted	31	61.3	21	61.9	13	53.8	7	-	6	-	-	-	29	62.1	21	52.4	13	46.2	7	-	6	-	-	-
Not Gifted	100	33.0	100	35.0	98	41.8	93	41.9	91	44.0	11.0	2.1	95	22.1	91	28.6	99	32.3	94	35.1	91	27.5	5.4	-7.6
With Disabilities	20	0.0	29	3.4	18	5.6	27	3.7	35	8.6	8.6	4.9	16	0.0	20	5.0	0	-	27	7.4	35	8.6	8.6	1.2
WO Disabilities	111	46.8	92	51.1	93	50.5	73	57.5	62	62.9	16.1	5.4	108	36.1	92	39.1	94	40.4	74	44.6	62	40.3	4.2	-4.3
Homeless	8	-	11	18.2	11	27.3	16	62.5	12	58.3	-	-4.2	9	-	11	36.4	11	27.3	16	50.0	12	41.7	-	-8.3
Foster	2	-	1	-	0	-	0	-	0	-	-	-	3	-	1	-	0	-	0	-	0	-	-	-
Military	3	-	9	-	9	-	3	-	3	-	-	-	2	-	8	-	9	-	3	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lafayette
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	36	33.3	40	37.5	33	36.4	27	37.0	29	55.2	21.9	18.2	32	34.4	40	35.0	34	38.2	27	40.7	29	48.3	13.9	7.6
Female	22	40.9	18	44.4	14	57.1	19	36.8	8	-	-	-	19	31.6	18	16.7	14	57.1	19	31.6	8	-	-	-
Male	14	21.4	22	31.8	19	21.1	8	-	21	52.4	31.0	-	13	38.5	22	50.0	20	25.0	8	-	21	52.4	13.9	-
African American	2	-	1	-	2	-	1	-	2	-	-	-	2	-	1	-	2	-	1	-	2	-	-	-
Asian**	2	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	23	34.8	31	35.5	22	31.8	18	38.9	22	45.5	10.7	6.6	20	35.0	31	38.7	23	30.4	18	50.0	22	40.9	5.9	-9.1
Indochinese**	1	-	0	-	0	-	1	-	-	-	-	-	1	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	7	-	1	-	5	-	4	-	4	-	-	-	7	-	1	-	5	-	4	-	4	-	-	-
Multiracial	1	-	5	-	3	-	3	-	0	-	-	-	1	-	5	-	3	-	3	-	0	-	-	-
English Learner	11	9.1	15	13.3	9	-	10	10.0	7	-	-	-	10	30.0	15	20.0	10	10.0	10	30.0	7	-	-	-
English-Speaking	25	44.0	25	52.0	23	43.5	17	52.9	22	68.2	24.2	15.3	22	36.4	25	44.0	23	52.2	17	47.1	22	59.1	22.7	12.0
Reclassified†	4	-	1	-	4	-	5	-	11	54.5	-	-	2	-	1	-	4	-	5	-	11	54.5	-	-
Initially Eng. Speaking	21	38.1	24	50.0	19	36.8	12	33.3	11	81.8	43.7	48.5	20	30.0	24	41.7	19	47.4	12	25.0	11	63.6	33.6	38.6
Econ. Disadv.*	29	34.5	35	34.3	24	33.3	24	37.5	26	50.0	15.5	12.5	25	36.0	35	31.4	25	36.0	24	41.7	26	42.3	6.3	0.6
Non-Econ. Disadv.	7	-	5	-	9	-	3	-	3	-	-	-	7	-	5	-	9	-	3	-	3	-	-	-
Gifted	9	-	7	-	3	-	7	-	3	-	-	-	7	-	7	-	3	-	7	-	3	-	-	-
Not Gifted	27	25.9	33	36.4	30	36.7	27	37.0	26	53.8	27.9	16.8	25	28.0	33	30.3	31	38.7	27	40.7	26	46.2	18.2	5.5
With Disabilities	3	-	29	3.4	18	5.6	10	10.0	8	-	-	-	2	-	10	10.0	0	-	10	10.0	8	-	-	-
WO Disabilities	33	36.4	30	50.0	28	42.9	17	52.9	21	76.2	39.8	23.3	30	36.7	30	43.3	29	44.8	17	58.8	21	66.7	30.0	7.9
Homeless	1	-	8	-	3	-	6	-	3	-	-	-	1	-	8	-	3	-	6	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	4	-	0	-	0	-	1	-	-	-	0	-	4	-	0	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lafayette
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	41	19.5	42	38.1	39	38.5	34	41.2	29	31.0	11.5	-10.2	37	16.2	41	36.6	39	23.1	35	31.4	29	10.3	-5.9	-21.1
Female	20	20.0	24	41.7	16	37.5	15	46.7	18	33.3	13.3	-13.4	17	11.8	24	29.2	16	18.8	16	31.3	18	11.1	-0.7	-20.2
Male	21	19.0	18	33.3	23	39.1	19	36.8	11	27.3	8.3	-9.5	20	20.0	17	47.1	23	26.1	19	31.6	11	9.1	-10.9	-22.5
African American	2	-	3	-	1	-	0	-	2	-	-	-	2	-	3	-	1	-	0	-	2	-	-	-
Asian**	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Filipino	1	-	0	-	1	-	1	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
Hispanic	27	7.4	24	37.5	29	41.4	26	42.3	22	40.9	33.5	-1.4	24	4.2	23	26.1	29	27.6	27	37.0	22	13.6	9.4	-23.4
Indochinese**	4	-	0	-	1	-	0	-	-	-	-	-	4	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	4	-	10	50.0	3	-	4	-	3	-	-	-	4	-	10	70.0	3	-	4	-	3	-	-	-
Multiracial	2	-	4	-	3	-	2	-	2	-	-	-	2	-	4	-	3	-	2	-	2	-	-	-
English Learner	15	0.0	10	20.0	15	13.3	7	-	11	18.2	18.2	-	15	0.0	10	20.0	15	13.3	8	-	11	9.1	9.1	-
English-Speaking	26	30.8	32	43.8	23	56.5	26	50.0	18	38.9	8.1	-11.1	22	27.3	31	41.9	23	30.4	26	34.6	18	11.1	-16.2	-23.5
Reclassified†	5	-	6	-	2	-	7	-	6	-	-	-	5	-	6	-	2	-	7	-	6	-	-	-
Initially Eng. Speaking	21	28.6	26	38.5	21	52.4	19	47.4	12	25.0	-3.6	-22.4	17	17.6	25	44.0	21	28.6	19	31.6	12	8.3	-9.3	-23.3
Econ. Disadv.*	33	18.2	34	38.2	33	39.4	27	37.0	26	30.8	12.6	-6.2	29	13.8	33	33.3	33	21.2	28	25.0	26	11.5	-2.3	-13.5
Non-Econ. Disadv.	8	-	8	-	6	-	7	-	3	-	-	-	8	-	8	-	6	-	7	-	3	-	-	-
Gifted	9	-	8	-	4	-	3	-	6	-	-	-	9	-	8	-	4	-	3	-	6	-	-	-
Not Gifted	32	12.5	34	32.4	35	37.1	31	41.9	29	31.0	18.5	-10.9	28	10.7	33	33.3	35	20.0	32	34.4	29	10.3	-0.4	-24.1
With Disabilities	13	0.0	29	3.4	18	5.6	8	-	17	11.8	11.8	-	9	-	3	-	0	-	8	-	17	11.8	-	-
WO Disabilities	28	28.6	38	42.1	31	48.4	26	53.8	12	58.3	29.7	4.5	28	21.4	38	39.5	31	29.0	27	40.7	12	8.3	-13.1	-32.4
Homeless	2	-	2	-	6	-	2	-	6	-	-	-	2	-	2	-	6	-	2	-	6	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	4	-	1	-	0	-	-	-	1	-	2	-	4	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lafayette
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	27	51.9	39	43.6	39	53.8	39	48.7	39	43.6	-8.3	-5.1	28	32.1	31	25.8	39	41.0	39	33.3	39	28.2	-3.9	-5.1
Female	8	-	20	30.0	23	69.6	18	44.4	21	52.4	-	8.0	9	-	16	12.5	23	39.1	18	5.6	21	23.8	-	18.2
Male	19	47.4	19	57.9	16	31.3	21	52.4	18	33.3	-14.1	-19.1	19	36.8	15	40.0	16	43.8	21	57.1	18	33.3	-3.5	-23.8
African American	0	-	2	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Asian**	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-
Filipino	1	-	1	-	0	-	1	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Hispanic	15	40.0	25	36.0	24	62.5	30	50.0	32	37.5	-2.5	-12.5	15	20.0	18	16.7	24	29.2	30	33.3	32	31.3	11.3	-2.0
Indochinese**	1	-	4	-	0	-	1	-	-	-	-	-	1	-	4	-	0	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	1	-	0	-	-	-	0	-	2	-	0	-	1	-	0	-	-	-
White	7	-	4	-	10	30.0	2	-	4	-	-	-	7	-	4	-	10	50.0	2	-	4	-	-	-
Multiracial	1	-	1	-	4	-	4	-	1	-	-	-	1	-	1	-	4	-	4	-	1	-	-	-
English Learner	8	-	7	-	5	-	12	8.3	9	-	-	-	8	-	4	-	5	-	12	25.0	9	-	-	-
English-Speaking	19	73.7	32	53.1	32	59.4	26	69.2	30	53.3	-20.4	-15.9	20	40.0	27	29.6	32	46.9	26	38.5	30	30.0	-10.0	-8.5
Reclassified†	7	-	9	-	9	-	6	-	11	81.8	-	-	7	-	9	-	9	-	6	-	11	36.4	-	-
Initially Eng. Speaking	12	66.7	23	39.1	23	52.2	20	60.0	19	36.8	-29.9	-23.2	13	46.2	18	22.2	23	47.8	20	35.0	19	26.3	-19.9	-8.7
Econ. Disadv.*	24	50.0	32	40.6	29	48.3	35	51.4	34	41.2	-8.8	-10.2	25	28.0	26	19.2	29	34.5	35	34.3	34	29.4	1.4	-4.9
Non-Econ. Disadv.	3	-	7	-	10	70.0	4	-	5	-	-	-	3	-	5	-	10	60.0	4	-	5	-	-	-
Gifted	6	-	6	-	6	-	4	-	3	-	-	-	6	-	6	-	6	-	4	-	3	-	-	-
Not Gifted	21	47.6	33	36.4	33	51.5	35	45.7	36	47.2	-0.4	1.5	22	18.2	25	20.0	33	39.4	35	31.4	36	27.8	9.6	-3.6
With Disabilities	1	-	15	6.7	5	-	9	-	10	10.0	-	-	2	-	7	-	0	-	9	-	10	10.0	-	-
WO Disabilities	26	53.8	24	66.7	34	58.8	30	63.3	29	55.2	1.4	-8.1	26	34.6	24	33.3	34	47.1	30	40.0	29	34.5	-0.1	-5.5
Homeless	3	-	11	18.2	2	-	8	-	3	-	-	-	4	-	1	-	2	-	8	-	3	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	2	-	2	-	-	-	0	-	2	-	2	-	2	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: LAFAYETTE ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will provide direct, small group instruction to those identified English Learners that are not reading at grade-level. The ISRT will also push-in to general education classes to co-teach and provide support to the instructional program. Likewise, the Education Specialists will work to support the instructional program in general education and to provide individualized support when needed. The support will mirror what is happening in general education, so that students are not missing out on critical standards-based instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Bird, Melissa	0.20000	$22,698.09	09800-1109	ISRT to provide small group, direct instruction to English learners. ISRT will also push-in to general education classrooms to provide ELA support.	The ISRT is working to support our students in dELD and close the achievement gap. The ISRT also coordinates ELPAC testing	NA	NA

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Funding has been allocated to purchase licenses and fees for software and online academic resources. Classroom teachers have access to Raz-Kids (which enhance necessary skills for reading comprehension) and IXL (which is standards-based and targeted for specific skill building and gap reducing targets).

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	NA	$5,000.00	09800-5841	Support for closing the achievement gap	We are collecting good information/data that is aligning to classroom data. Students have access to instructional materials that are standards based	Consistency/time for students to access programs; programs that are redundant	Will not renew redundant licenses; teachers to plan specifically when students will have access to software

Note/Reminders (optional):

Strategy/Activity 6

***Strategy/Activity - Description**

It is important for teachers to have time to plan for the instructional year, outside the daily schedule. Time to build grade level teams and a cohesive instructional schedule taking into account the students we serve is the focus of release time. Developing a comprehensive assessment plan and grade level google folders to help guide the instructional learning for the school-year is also the focus. The principal guides the planning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTchr	NA	$2,440.40	09800-1170	Closing the achievement gap/instructional planning.	Teachers have time to plan collaboratively/ Vertically: asessments; unit modules; pacing of units; instructional groups	Not everyone participates (voluntary)	Timing

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will push-in to general education classes to co-teach and provide support to the instructional program in math to those identified as English Learners. Likewise, the Education Specialists will work to support the instructional program in general education through co-teaching and to additionally provide individualized support when needed in math. The support will mirror what is happening in general education, so that students are not missing out on critical standards-based instruction in mathematics. Lafayette provides multiple opportunities for collaboration and planning through professional development and PLCs to monitor student progress, set learning targets and identify areas of growth and need. We accomplish this through the use of visiting teachers.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	NA	$6,101.00	09800-1192	Professional Development/Closing the achievement gap	Planning and collaboration time for teachers has been instrumental in identifying our focus students; aligning instruction/assessments and developing learning targets and shared vision.	Measures collaborated to address students who are profoundly deaf who have language deficits	Inclusion for all is a goal at Lafayette and particularly our D/HH students Much more accessible in math & science.

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

Teachers having time to plan for the instructional year, outside the daily schedule is important in terms of building grade level teams and having the time to build a cohesive instructional schedule taking into account the students we serve; develop a comprehensive assessment plan; build grade level google folders and guide the instructional learning for the school-year. The principal guides the planning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTchr	NA	$1,220.00	09800-1170	Closing the achievement	Teachers have time to plan collaboratively/	Not everyone participates (voluntary)	Timing

				gap/instructional planning.	Vertically: asessments; unit modules; pacing of units; instructional groups		

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Lafayette works to ensure students have updated instructional materials such as as guided reading libraries and necessary instructional tools for the classroom.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	NA	$1,506.00	09800-4301	Instructional Materials/closing the equity gap.	Teachers have access to supplies that support the instructional program	NA	NA

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Funding for teachers to be trained on best practices to implement quality reading instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Conference Local	NA	$2,000.00	09800-5209	Closing the achievement gap/professional learning	Teachers are seeking out new information via conferences to further their learning/instructional practice	NA	NA

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

The school's overall data for the 2018-19 school year indicated 43% of 3rd-5th grade students met or exceeded standards in ELA and only 29% met or exceeded the standards in math. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities, specifically in the area of mathematics.

As a result of this focus, there are inequities in the area of math. To support student progress in Math, Lafayette will again take on a student-centered coaching cycle in Math with an emphasis on 3-5th grade as well as our D/HH separate classrooms. The entire TK-5 program will participate in professional development in math through cluster PD's (4x per year) and site PD' (4x per year); Half-day PLCs (5x per year - with an emphasis on monitoring of our focus students); Full-day grade-level PLCs where we will hold up student work samples to the critical concepts and collaborate on evidenced-based strategies to improve the academic and social outcomes for our students and in particular: students with disabilities; students who are D/HH and our English Learners.

Student absenteeism continues to be a concern at Lafayette. We tend to have many of the same students out - which typically are students with disabilities that come from all over the county for the D/HH program. When children are absent, they can't learn. The office staff will work closely with the principal, .2 counselor and teachers and support staff to monitor attendance and social emotional needs. There will be consistent communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and the Lafayette community takes pride in the well-being of our students. Eighty-eight percent (88%) of 5th graders felt-safe at school per the CAHKS.

The Principal of Lafayette will work collaborative with all teachers to ensure that all stakeholders are working to make progress on our objectives throughout the year by implementing a Cycle of Continuous Improvement. We will accomplish this through the following:

1. Guaranteed & Viable Curriculum (Grade-level Standards based Instruction)

- Reader's & Writer's Workshop: Focus on Reading; Writing Listening; Research & Inquiry
- Math: Focus on Concepts & Procedures; Problem Solving & Modeling/Data; Communicate/Justify Reasoning
- Observational Focus - the principal will observe across all classrooms: Guided Reading & Number Talks
- Implement High Impact Strategies: Clarity of Purpose; Noticing & Naming: Student Engagement/Meaning Making; Independent Practice; and Checking for Understanding

2. Quality Tier 1 Instruction/Teacher Capacity/Efficacy

The principal revised and continues to solidify teacher practice around the four (4) Learning Cycles:

- Learning Cycle 1 (Maslow): We develop an academic, social and physical environment worthy of our children with a focus on literacy and math learning; we address student needs by knowing all of our learners. Students are members of a safe, supportive & inclusive learning environment - students are set up for rigorous learning opportunities
- Learning Cycle 2 (Collaborative Conversations): We create classrooms that are alive with collaborative academic conversations and have structures and routines to promote participation by all students. Students have multiple opportunities to show conceptual understanding through small group and 1:1 conferring
- Learning Cycle 3 (Differentiation): We create the learning conditions that maximize the potential that lies within the variability of all learners. Students are engaged in high-order Depth of Knowledge (DOK) questions/tasks and are expected to apply new skills independently or within groups
- Learning Cycle 4 (Self-Efficacy): We develop students who take ownership for their own learning and the learning of others. Students do the heavy lifting and teachers make time to check for understanding and provide feedback

3. Assessment Alignment/Data Analysis

- Common Site Assessments an expectations for grade-level planning
- PLC work (team specific) - look at a common lesson assessment/outcomes/Big Ideas/Essential Questions
- Whole group & Focus students (Sphere of Success)/Equity lens

Below are Steps/Strategies I've taken in service of the Goals in the SPSA:

Upper Grade Team Meeting - 8/19/2019

Upper Grade Team Meeting

Opening Conference - 8/21/2019

Opening Conference

Instructional Data Dive (TK-5) - 8/28/2019

2019-20 Learning Cycles

2019-20 Assessment Plan

2019-20 Instructional Data Dive

Math Student-Centered Coaching Cycle Launch - 9/9/2019

Math SCCC Launch

Initial Students with Disabilities Instructional Site Visit - 9/18/2019

NISL- 9/23 & 24/2019

Madison Cluster PD- 9/25/2019

Madison Cluster Math PD (TK-5)

Lafayette Site PLCs- 10/1 & 3/2019

October PLC

Madison Cluster Walkthrough- 10/8/2019

Madison Cluster Walkthrough

Math Student-Centered Coaching Cycle Midpoint - 10/9/2019

Math SCCC Mid-Point

Math Site PD- 10/16/2019

Math Site PD

PLC/VAPA Monitoring Meetings - 10/18/2019

Lighthouse Zoom Meeting- 10/18/2019

NISL- 10/21 & 22/2019

Focused Observations - 10/28 - 11/1/2019

Focused Observation Sign-Up

EL Coaching Cycle - 10/28 - 11/1/2019

Goal Setting - 10/29/2019

Focused Observations - 11/4 - 11/13/2019

Focused Observation Sign-Up

Advancing Language Learning PD (TK-5) - 11/4/2019

Madison Cluster PD- 11/13/2019

Madison Cluster Math PD (Add Place Value Slides)

NISL- 11/14 & 15/2019

PLC/VAPA Monitoring Meetings - 11/15/2019

Lighthouse Site Visit- 11/18/2019

Lighthouse Site Visit

Lafayette Site PLCs- 12/3 & 5/2019

December PLC

Lighthouse Zoom Meeting-12/6/2019

Zoom Meeting Notes

NISL- 12/9 & 10/2019

Focused Observations- 12/2 - 17/2019

Focused Observation Sign-up

PLC/VAPA Monitoring Meetings - 12/13/2019

EL Coaching Cycle - 1/7 - 9/2020

Focused Observations- 1/7 - 17/2020

Focused Observation Sign-up

Madison Cluster PD- 1/22/2020

Madison Cluster Math PD Presentation - 1-22-20

Children's Understanding of Equality: A Foundation for Algebra

Focused Observations- 1/22 - 29/2020

Focused Observations 1/22-29/2020

NISL- 1/30 & 31/2020

Lafayette Site PLC- 2/4/2020 Grades TK-1

TK-1 PLC

Instructional Visit Date - 2/6/2020 Grades 2 - 5 PLC

SCHOOL NAME: LAFAYETTE ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

Through weekly call-outs from the principal, information posted to the Lafayette's website and literature sent home, we will engage with parents about the importance of regular participation in their child's education through volunteerism (only 44% of parents volunteer at school per the California School Parent Survey).

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Duplicating	NA	$500.00	30100-5721	Materials for parent meetings and communication.	Personal phone calls regarding absences; Literature about attendance; Principal weekly call-outs about why attendance matters	Robo-calls – parents stil unlikely to call in;	Continue what is working – but will still utilize the robo-calls

Note/Reminders (optional):

We've moved up in the cluster with daily attendance. But many of our absences result from students who ride the bus or choice to Lafayette – also tends to be 2nd and 3rd grade or younger.

Explaining procedures for doctor's notes; arriving late or leaving early is helping as well

Goal 2 - English Language Arts

Strategy/Activity 3

***Strategy/Activity - Description**

Lafayette provides multiple opportunities throughout the year for classroom teachers to be released to collaborate and participate in professional learning communities to look at student data; identify focus students and calibrate assessments and rubrics to determine next steps and best practices to improve learning for all students

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	NA	$9,151.50	30100-1192	Professional development/closing the achievement gap	Planning and collaboration time for teachers has been instrumental in identifying our focus students; aligning instruction/assessments and developing learning targets and shared vision.	Measures collaborated to address students who are profoundly deaf who have language deficits	The EL-ISRT and Ed Specialists created a schedule that is based-on student needs and have directed the grade level scheduling of support, so that students are not missing out on vital learning specifically in ELA. Inclusion for all is a goal at Lafayette and particularly our

							D/HH students: **WHEN APPROPRIATE**

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional materials/supplies. Preparation and the organization of instructional supplies is a important component of teaching and learning. Making sure teachers have the resources they need to support the students they teach is a priority at Lafayette.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	NA	$2,196.00	30106-4301	Materials/supplies to close the achievement gap such as pencils, journals, chart paper, etc.	Teachers have access to supplies that support the instructional program	There have been some problems in requisitions that have taken moths to resolve (IE Guided Reading materials)	Splitting the orders for faster approval
Supplies	NA	$5,000.00	30106-4301	Materials/supplies to close the achievement gap such as pencils, journals, chart paper, etc.	Teachers have access to supplies that support the instructional program	There have been some problems in requisitions that have taken moths to resolve (IE Guided Reading materials)	Splitting the orders for faster approval

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

Students will participate monthly in Visual and Performing Arts, while ALL teachers (including D/HH and Education Specialists) are released from the classroom for a half-day to participate in professional development (PLCs) to work on the following:
* Analyze student work to identify those students that are struggling and may need additional intervention.
* Discuss focus students; plan for best instructional practices by looking at common assessments
* Critical concepts and learning targets.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	NA	$5,490.90	30106-1192	Professional Development (PLC)/Closing the achievement gap. VAPA provides instruction while releasing teachers to participate in PLCs.	Students have access to the ARTS once a month for a 3 hour block – while teachers meet in PLCs to review data/plan	Noticing once a month of ART may not be cohesive enough for students without modifications (for D/HH and our youngest learners)	Meeting with the district VAPA team to make the program more elementary friendly/cohesive for next year
Services & Other Operating	NA	$7,000.00	30106-5000	Support closing the achievement gap and professional development.	Students have access to the ARTS once a month for a 3 hour block – while teachers meet in PLCs to review data/plan	Noticing once a month of ART may not be cohesive enough for students without modifications (for D/HH and our youngest learners)	Meeting with the district VAPA team to make the program more elementary friendly/cohesive for next year

Note/Reminders (optional):

Strategy/Activity 6

***Strategy/Activity - Description**

It is important for teachers to have time to plan for the instructional year, outside the daily schedule. Time to build grade level teams and a cohesive instructional schedule taking into account the students we serve is the focus of release time. Developing a comprehensive assessment plan and grade level google folders to help guide the instructional learning for the school-year is also the focus. The principal guides the planning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTchr	NA	$10,981.80	30100-1170	Closing the achievement gap/instructional planning.	Teachers have time to plan collaboratively/ Vertically: asessments; unit modules; pacing of units; instructional groups	Not everyone participates (voluntary)	Timing

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 2

***Strategy/Activity - Description**

Lafayette allocates resources to purchase licenses and fees for software and online evidence-based academic resources. Classroom teachers have access to IXL (which is standards-based and targeted for specific skill building and gap reducing targets).

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	NA	$5,500.00	30100-5841	Closing the achievement gap	We are collecting good information/data that is aligning to classroom data. Students have access to instructional materials that are standards based	Consistency/time for students to access programs; programs that are redundant	Will not renew redundant licenses; teachers to plan specifically when students will have access to software

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional materials/supplies. Preparation and the organization of instructional supplies is a important component of teaching and learning; and making sure teachers have the resources they need to support the students they teach, is a priority at Lafayette.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.

Supplies	NA	$4,315.00	30100-4301	Materials/supplies to support closing the achievement gap such as pencils, journals, chart paper, etc.	Teachers have access to supplies that support the instructional program	NA	NA
Supplies	NA	$2,500.00	30106-4301	Materials/supplies to support closing the achievement gap such as pencils, journals, chart paper, etc.	Teachers have access to supplies that support the instructional program	NA	NA

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Students will participate monthly in Visual and Performing Arts, while ALL teachers (including D/HH and Education Specialists) are released from the classroom for a half-day to participate in professional development (PLCs) to work on the following:
*Analyze student work to identify those students that are struggling and may need additional intervention
*Discuss focus students; plan for best instructional practices by looking at common assessments
*Critical concepts and learning targets

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	NA	$4,913.75	30106-1192	Professional Development (PLC)/Support for closing the achievement gap.	Utilizing supplemental monies to provide teachers time to meet in PLCs to	Nothing about time for PLCs with teachers – but noticing once a month of a "block	Meeting with the district VAPA team to make the program more elementary

					review data/plan, while students have access to the Arts once a month for a 3 hour block	VAPA" may not be cohesive enough for students without modifications (for D/HH and our youngest learners)	friendly/cohesive for next year
Services & Other Operating	NA	$7,000.00	30106-5000	Professional Development (PLC)/support for closing the achievement gap. VAPA provides instruction while releasing teachers to participate in PLCs.	Utilizing supplemental monies to provide teachers time to meet in PLCs to review data/plan, while students have access to the Arts once a month for a 3 hour block	Nothing about time for PLCs with teachers – but noticing once a month of a "block VAPA" may not be cohesive enough for students without modifications (for D/HH and our youngest learners)	Meeting with the district VAPA team to make the program more elementary friendly/cohesive for next year

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

Teachers having time to plan for the instructional year, outside the daily schedule is important in terms of building grade level teams and having the time to build a cohesive instructional schedule taking into account the students we serve; develop a comprehensive assessment plan; build grade level google folders and guide the instructional learning for the school-year. The principal guides the planning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&CurriclmDevHrlyClsrmTchr	NA	$5490.00	30100-1170	Closing the achievement gap/instructional planning.	Teachers have time to plan collaboratively/ Vertically: asessments; unit modules; pacing of units; instructional groups	Not everyone participates (voluntary)	Timing

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

EL-ISRT will provide direct instruction to our English Learners as well as collaborate with classroom teachers around quality Tier 1 instruction to promote positive outcomes for English Leaners. The Resource teacher will coordinate the EL program, administer the ELPAC and monitor the progress and growth of our English Learners.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Bird, Melissa	0.20000	$22,698.09	30100-1109	ISRT to provide small group, direct instruction to	The ISRT is working to support our	NA	NA

				English learners. ISRT will also push-in to general education classrooms to provide ELA support.	students in dELD and close the achievement gap. The ISRT also coordinates ELPAC testing		

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Visiting teachers are utilized so that classroom teachers can be released to participate in coaching cycles; professional learning communities and specific professional development in support of our English Learners.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	NA	$6,101.00	30100-1192	Professional Development/closing the achievement gap	Planning and collaboration time for teachers has been instrumental in identifying our focus students; aligning instruction/assessments and developing learning targets and shared vision.	Being able to address the needs of our students with a wide variety of language proficiencies.	The EL-ISRT created a schedule that is based-on student needs and have directed the grade level scheduling of support, so that students are not missing out on vital learning specifically in ELA.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Lafayette works to ensure students have updated instructional materials such as as guided reading libraries and necessary instructional tools for the classroom.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	NA	$6,000.00	30100-4301	Instructional Materials/closing the equity gap.	Teachers have access to supplies that support the instructional program	NA	NA
Interprogram Svcs/Duplicating	NA	$1,000.00	30100-5721	To support closing the achievement gap.	When needing things copied outside the scope of the site (critical concepts/STEAM units) we have reduced time spent on these items	NA	NA

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Parent surveys to all families about how parents can support their student and determine the barriers to meaningful access.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies	NA	$391.00	30103-4304	Materials for parent meetings/surveys to increase parent engagement.	Having materials ready to support parents understanding is vital to their participation.	NA	NA

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Allocate funds for interpreting support for parent workshops and meetings.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.

Clerical OTBS Hrly	NA	$980.94	30103-2451	Interpreting support to increase parent engagement.	Parents are welcomed and participate because we are able to provide interpreting services	Access to all languages (other than Spanish and ASL)	NA

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

The school's overall data for the 2018-19 school year indicated 43% of 3rd-5th grade students met or exceeded standards in ELA and only 29% met or exceeded the standards in math. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities, specifically in the area of mathematics.

As a result of this focus, there are inequities in the area of math. To support student progress in Math, Lafayette will again take on a student-centered coaching cycle in Math with an emphasis on 3-5th grade as well as our D/HH separate classrooms. The entire TK-5 program will participate in professional development in math through cluster PD's (4x per year) and site PD' (4x per year); Half-day PLCs (5x per year - with an emphasis on monitoring of our focus students); Full-day grade-level PLCs where we will hold up student work samples to the critical concepts and collaborate on evidenced-based strategies to improve the academic and social outcomes for our students and in particular: students with disabilities; students who are D/HH and our English Learners.

Student absenteeism continues to be a concern at Lafayette. We tend to have many of the same students out - which typically are students with disabilities that come from all over the county for the D/HH program. When children are absent, they can't learn. The office staff will work closely with the principal, .2 counselor and teachers and support staff to monitor attendance and social emotional needs. There will be consistent communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and the Lafayette community takes pride in the well-being of our students. Eighty-eight percent (88%) of 5th graders felt-safe at school per the CAHKS.

The Principal of Lafayette will work collaborative with all teachers to ensure that all stakeholders are working to make progress on our objectives throughout the year by implementing a Cycle of Continuous Improvement. We will accomplish this through the following:

1. Guaranteed & Viable Curriculum (Grade-level Standards based Instruction)

- Reader's & Writer's Workshop: Focus on Reading; Writing Listening; Research & Inquiry
- Math: Focus on Concepts & Procedures; Problem Solving & Modeling/Data; Communicate/Justify Reasoning
- Observational Focus - the principal will observe across all classrooms: Guided Reading & Number Talks
- Implement High Impact Strategies: Clarity of Purpose; Noticing & Naming: Student Engagement/Meaning Making; Independent Practice; and Checking for Understanding

2. Quality Tier 1 Instruction/Teacher Capacity/Efficacy

The principal revised and continues to solidify teacher practice around the four (4) Learning Cycles:

- Learning Cycle 1 (Maslow): We develop an academic, social and physical environment worthy of our children with a focus on literacy and math learning; we address student needs by knowing all of our learners. Students are members of a safe, supportive & inclusive learning environment - students are set up for rigorous learning opportunities
- Learning Cycle 2 (Collaborative Conversations): We create classrooms that are alive with collaborative academic conversations and have structures and routines to promote participation by all students. Students have multiple opportunities to show conceptual understanding through small group and 1:1 conferring
- Learning Cycle 3 (Differentiation): We create the learning conditions that maximize the potential that lies within the variability of all learners. Students are engaged in high-order Depth of Knowledge (DOK) questions/tasks and are expected to apply new skills independently or within groups
- Learning Cycle 4 (Self-Efficacy): We develop students who take ownership for their own learning and the learning of others. Students do the heavy lifting and teachers make time to check for understanding and provide feedback

3. Assessment Alignment/Data Analysis

- Common Site Assessments an expectations for grade-level planning
- PLC work (team specific) - look at a common lesson assessment/outcomes/Big Ideas/Essential Questions
- Whole group & Focus students (Sphere of Success)/Equity lens

Below are Steps/Strategies I've taken in service of the Goals in the SPSA:

Upper Grade Team Meeting - 8/19/2019

Upper Grade Team Meeting

Opening Conference - 8/21/2019

Opening Conference

Instructional Data Dive (TK-5) - 8/28/2019

2019-20 Learning Cycles

2019-20 Assessment Plan

2019-20 Instructional Data Dive

Math Student-Centered Coaching Cycle Launch - 9/9/2019

Math SCCC Launch

Initial Students with Disabilities Instructional Site Visit - 9/18/2019

NISL- 9/23 & 24/2019

Madison Cluster PD- 9/25/2019

Madison Cluster Math PD (TK-5)

Lafayette Site PLCs- 10/1 & 3/2019

October PLC

Madison Cluster Walkthrough- 10/8/2019

Madison Cluster Walkthrough

Math Student-Centered Coaching Cycle Midpoint - 10/9/2019

Math SCCC Mid-Point

Math Site PD- 10/16/2019

Math Site PD

PLC/VAPA Monitoring Meetings - 10/18/2019

Lighthouse Zoom Meeting- 10/18/2019

NISL- 10/21 & 22/2019

Focused Observations - 10/28 - 11/1/2019

Focused Observation Sign-Up

EL Coaching Cycle - 10/28 - 11/1/2019

Goal Setting - 10/29/2019

Focused Observations - 11/4 - 11/13/2019

Focused Observation Sign-Up

Advancing Language Learning PD (TK-5) - 11/4/2019

Madison Cluster PD- 11/13/2019

Madison Cluster Math PD (Add Place Value Slides)

NISL- 11/14 & 15/2019

PLC/VAPA Monitoring Meetings - 11/15/2019

Lighthouse Site Visit- 11/18/2019

Lighthouse Site Visit

Lafayette Site PLCs- 12/3 & 5/2019

December PLC

Lighthouse Zoom Meeting-12/6/2019

Zoom Meeting Notes

NISL- 12/9 & 10/2019

Focused Observations- 12/2 - 17/2019

Focused Observation Sign-up

PLC/VAPA Monitoring Meetings - 12/13/2019

EL Coaching Cycle - 1/7 - 9/2020

Focused Observations- 1/7 - 17/2020

Focused Observation Sign-up

Madison Cluster PD- 1/22/2020

Madison Cluster Math PD Presentation - 1-22-20

Children's Understanding of Equality: A Foundation for Algebra

Focused Observations- 1/22 - 29/2020

Focused Observations 1/22-29/2020

NISL- 1/30 & 31/2020

Lafayette Site PLC- 2/4/2020 Grades TK-1

TK-1 PLC

Instructional Visit Date - 2/6/2020 Grades 2 - 5 PLC