

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT LAFAYETTE ELEMENTARY SCHOOL

**2022-23**

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:** 858/987-5000;

**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: January 24, 2023**

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Lafayette Elementary School PHONE: (858)987-5000 FAX: (858)987-5049

SITE CONTACT PERSON: Anne McCarty 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 I Schoolwide Programs (SWP)       CSI School       ATSI 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 composed correctly, and 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:

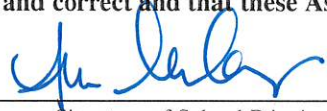
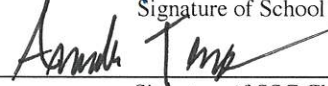


- |  |                                 |
|--|---------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: 5/25/2022 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____     |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____     |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____     |
| <input type="checkbox"/> Other (list): <u>School Site Council</u>                          | Date of presentation: 6/3/2022  |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/9/22

**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

Type/Print Name of School Principal	<u>Amanda Templeton</u>
Type/Print Name of SSC Chairperson	<u>Selene Tejada</u>
Type/Print Name of ELAC Representative	<u>Mitzi Merino</u>
Type/Print Name of Area Superintendent	

	<u>9/13/2022</u>
Signature of School Principal / Date	
	<u>9/13/22</u>
Signature of SSC Chairperson / Date	
	<u>9/13/22</u>
Signature of ELAC Representative / Date	
	<u>9/30/2022</u>
Signature of Area Superintendent / Date	

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

*due October 7th 2022*

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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.

**ENGAGING EDUCATIONAL PARTNERS**

At Lafayette Elementary School, our community engaged in a collaborative process in the development of the SPSA. Though challenging to conduct all meetings via zoom due to COVID Protocols, we were still able to elicit feedback from our stakeholders. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-22, stakeholders were involved in the 2022-23 budget development process via multiple meeting opportunities to dialogue and solicited input. These included staff meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), and other parent meetings throughout the year. For the 2022-23 SPSA, Stakeholders were brought together to review data and provide input.

-January 14, 2022: SSC met to complete the Budget status review

-The 2022-23 Budget priorities survey was sent to staff and parents via Google Survey and hard copies on **January 31st & February 7, 2022**

- **Our budget priorities focused on:**

-How can we ensure access to grade-level content while accelerating learning?

-What systems and structures will need to be in place to support ALL of our learners?

-February 14, 2022: The staff met and reviewed the recommendations for the 2022-23 SBB based on stakeholder survey input.

-February 23, 2022: ELAC met to analyze data and provide budget priorities/recommendations. ELAC provided input on funding that would support English Language Learners.

-February 25, 2022: SSC met and approved the 2022-23 budget

- **Our budget priorities focused on:**

-How can we ensure access to grade-level content while accelerating learning?

-What systems and structures will need to be in place to support ALL of our learners?

- May 9, 2022: Staff was given 2021-22 Mid-year/End of Year data, as well as a Data Analysis of summative assessments students, took during the 2021-22 school-year
- May 13, 2022: SSC met to review the changes to the 2022-23 SPSA and review 2021-22 data
- May 20, 2022: Staff met to develop goals for the 2022-23 SPSA based on 2021-22 data
- May 25, 2022: ELAC met to review 2021-22 EL data, review the SPSA for 2022-23, and provide advice to SSC
- June 3, 2022: SSC developed the Title 1 School-Parent Compact and Title 1 Parent & Family Engagement Policy; SSC approved 2022-23 SPSA
- June 10, 2022: The annual Title 1 Parent Meeting was held via Zoom, and Home-School Compact and Parent Engagement information was sent home on June 10, 2022

**RESOURCE INEQUITIES**

Due to the impacts and effects of COVID-19 during the 2019-20 & 2020-21 school years, as well as ongoing pandemic restrictions regarding school attendance due to positivity and exposure during 2021-22, we continue to address the real challenges for student learning and how to mitigate learning loss. Our instructional plan for 2022-23 will support the needs of all students.

By reviewing and analyzing data from the spring 2022 FASTtrack aReading, District Math Assessment (DEMI); prior 2018-19 CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, other formative site data and a review of the 2021-22 SPSA, we are able to create goals to address the needs of our student groups. Per the 2018-19 CAASPP (which is the most current state-wide assessment data that we have) and our student group analysis for students in grades 3 - 5, our data indicated that 3rd grade made significant progress in ELA (55% met or exceeded 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). We continue to note in this SPSA for 2022-23, 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 took the CAASPP for 2018-19 which is significant in light of 2018-19 data, and the subsequent lack of CAASPP scores for 2019-2020 and 2020-21.

We look to CAASPP data for 2021-22 to be a baseline data set but recognize CAASPP goals for the 2022-23 SPSA are still based on 2018-19 data. Students that were part of the 2018-19 CAASPP data set no longer attend Lafayette. As we developed the 2022-23 SPSA, the lack of state data for goal development purposes, and the impacts of online learning at the end of 2019-20 and most of the 2020-21 schoolyear should still be noted. None of our current 3rd-5th grade students have ever engaged with the Summative CAASPP Assessments. With Lafayette's emphasis on inclusion for all students including our DHH students who had mainly served in separate classrooms - the impact and effects on academic progress are continuously analyzed to monitor and accelerate growth based on formative data at the site level.

The school's overall CAASPP data for the 2018-19 school year indicated 43% of 3rd-5th grade students met or exceeded standards in ELA. For 2021-22, based on the FASTtrack aReading assessment given in the mid-year, 51% of our students were low-risk or advanced. We are awaiting Spring 2022 FAST aReading data. The aReading assessment still does not provide accommodations such as ASL interpretation on the assessment for our students

who are Deaf/Hard of Hearing when there is a listening component to the assessment that all other students had access to. So the data is used as a baseline, but until there is access - the data should be used with caution.

The school's overall CAASP data for the 2018-19 school year indicated only 29% of our students met or exceeded the standards in math. For 2021-22, based on the DEMI, Lafayette students showed the following in the area of Knowledge (60% of students are proficient and above); Application (62% of students are proficient and above); and 47% of students were proficient and above in students being able to Communicate their reasoning. Again this assessment (DEMI) did not provide accommodations such as ASL interpretation on the assessment for our students who are Deaf/Hard of Hearing when there was a listening component to the assessment that all other students had access to. So again the data can be used as a baseline, but until there is access - the data should be used with caution.

Looking at the February/March administration of the DEMI, taken in conjunction with the 2018-19 CAASPP Math data, we will continue to 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 there are inequities in math. We became part of the San Diego Enhanced Math Pilot site-wide for 2021-22 and will continue this work in 2022-23.

In recent years leading up to 2021-22, and prior to COVID, Lafayette engaged in student-centered coaching cycles in Math with an emphasis on 3-5th grade, as well as targeting our D/HH classrooms in 2019-20. With COVID, and the lack of standardized measures for the 2019-20 school year, it was difficult to tease out the progress made through the coaching cycle, but with the behavioral data, and frequent observations, and anecdotal information, academic growth was happening. We continued to focus on progress through our student monitor meetings focusing on our students that were struggling or at risk for a number of factors - with our children's social/emotional well-being at the forefront in 2021-22. This year, principal observations will continue through the lens of focused observations in Literacy Acceleration for students TK-2; designated English Language Development (dELD); and Math. As a site, we will collaborate on evidence-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, though improved for 2021-22, continues to be a concern at Lafayette. We tend to have many of the same students absent - 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, two-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 home-school relationships with families. For the 2022-23 school year, Lafayette will again participate and receive support from the North Central Early Prevention Program through SDUSD to target our youngest learners to support good habits, and 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.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Jennifer Stanchak	Classroom Teacher
David Cox	Parent
Anne McCarty	Principal
Kimberly Murphy	Parent
Timothy Eaton	Classroom Teacher
Amanda Templeton	Classroom Teacher
Kimberlee Jubala	Community Member
Andrew Field	Parent
Iris Fugate	Parent
Sally Soliz	Other School Representative

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### *LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District*

#### 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.

Black Youth: Developing antiracist and restorative school communities.

#### District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

#### Annual Review of This Goal: SPSA Reviewed 2021-22

##### \*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Through 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 daily when students are absent so that we can troubleshoot COVID symptoms, other illnesses, and 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Providing parents with the materials digitally has actually reduced costs associated with this goal area. Personalized interactions continue to have a stronger impact than robocalls. We also began 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. Communications are shared with families with weekly call-outs and using the Lafayette school account for Class Dojo.



**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Carryover goal based on ongoing impacts/effects of COVID. We will analyze the impact of the NCEP program on parent participation and student outcomes in the fall 2022 SPSA, utilizing 2021-22 data.

**\*Identified Need**

Student attendance continues as a "need" priority for parents, staff, and students. Lafayette improved from 8th in average daily attendance in the Madison Cluster for the 2020-2021 school year to 3rd in the Cluster for 2021-22. Previously, the hypothesis in increased Chronic absenteeism was 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. This is our current reality.

Though parents engage in some form of participation at Lafayette, we need to increase frequent participation per the 2018-19 California School Parent Survey (CSPS) from 80% to 95%. We are utilizing prior COVID data when parents could actually participate in activities on campus. Additionally, as many students who attend Lafayette live outside our cluster and district, we are working to figure out ways to engage parents to participate in on-campus activities for 2022-23.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Improve daily attendance	94.63%	96.85%	Attendance	Monthly Attendance Checks
June 2023	UTK-5	Increase the average parent participation involvement rate	80%	95%	CAL-SCHLS (CSPS)	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Students with Disabilities	Increase attendance	80%	95%	Attendance	Monthly
June 2023	UTK-5	English Learner	Increase attendance	80%	95%	Attendance	Monthly
June 2023	UTK-5	Black or African American	Increase attendance	88%	95%	Attendance	Monthly

**Supporting Black Youth - Additional Goals**

- ✓ 1. Lafayette’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, and SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Lafayette is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Lafayette’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Lafayette will develop and implement a system to monitor and analyze behavioral referrals, and referrals to receive Special Education services, and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Lafayette will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Lafayette’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Lafayette will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Lafayette will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

**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 and Black Youth

**\*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, 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 and/or ESA. 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.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N016771	Clerical Substitute Hrly		\$1,000.00	\$1,370.10	0167-30106-00-2456-3900-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		We utilize our bilingual clerical support staff to assist parents with interpretation; filling out forms and general assistance to build community.
N016797	Interprogram Svcs/Field Trip		\$1,000.00	\$1,000.00	0167-30106-00-5735-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Providing opportunities for learning outside our community is critical to building experience and background knowledge with/for our students, which will help to decrease the equity gap,

## **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 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 most recent 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. Though we need to continue to identify Essential Visitors on campus, parent participation can take the form of volunteering to assist campus operations.

## ***LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All***

### **Call to Action Belief Statements**

**ELA:** 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.

**Math:** 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.

**English Learners:** 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.

**Students with Disabilities: 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.

**Graduation/Promotion Rate:** 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The school's overall CAASPP data for the 2018-19 school year indicated 43% of 3rd-5th grade students met or exceeded standards in ELA. For 2021-22, based on the FASTtrack aReading assessment given in the mid-year, 51% of our students were low-risk or advanced. We are awaiting Spring 2022 FAST aReading data. The aReading assessment still does not provide accommodations such as ASL interpretation on the assessment for our students who are Deaf/Hard of Hearing when there is a listening component to the assessment that all other students had access to. So the data is used as a baseline, but until there is access - the data should be used with caution.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

During 2021-22, we utilized progress monitoring during our VAPA 1/2 Day PLCs. The principal was able to meet individually with teachers to discuss student progress and look for trends in learning behaviors. Additionally, primary and upper-grade teams met to analyze data. For 2022-23, progress monitoring will also shift to "real-time" within the classroom during focused observations. For uniform progress monitoring, the school is using a standards-based grading system (1-4) for all assignments and a site-wide data collection system to help with grade-level and site-level alignment.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For 2022-23, progress monitoring will also shift to "real-time" within the classroom during focused observations. For uniform progress monitoring, the school is using a standards-based grading system (1-4) for all assignments and a site-wide data collection system to help with grade-level and site-level alignment.

**\*Identified Need - English Language Arts**

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.

<b>*Goal 2 - English Language Arts</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	Meeting or Exceeding the Standards	43%	51%	CAASPP ELA	Annually	
June 2023	3-5	Increase % of students reading at or above grade level as measured by FAST aReading	40%	62%	FAST aReading	Trimester	
June 2023	UTK-2	Increase % of students reading at or above grade level as measured by the F & P	60%	70%	Fountas and Pinnell	Trimester	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Meet or Exceed Standards	11%	35%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Meet or Exceed Standards	17%	35%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Meet or Exceed Standards	38%	65%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase % of students reading at or above grade level as measured by FAST aReading	24%	40%	FAST aReading	Trimester
June 2023	3-5	Students with Disabilities	Increase % of students reading at or above grade level as measured by FAST aReading	29%	40%	FAST aReading	Trimester
June 2023	3-5	Black or African American	Increase % of students reading at or above grade level as measured by FAST aReading	30%	50%	FAST aReading	Trimester
<b>*Identified Need - Math</b>							
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.							

<b>*Goal 3 - Mathematics</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3 - 5	Meet or Exceeding Standards	29%	60%	CAASPP Math	Annually	
June 2023	3 - 5	Evidence of Proficiency or Strength	61%	72%	DEMI	Bi-Annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Meet or Exceeding Standards	11%	29%	CAASPP Math	Annually
June 2023	3-5	English Learner	Meet or Exceeding Standards	17%	30%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Meet or Exceeding Standards	23%	35%	CAASPP Math	Annually
June 2023	3- 5	English Learner	Evidence of Proficiency or Strength	62%	68%	DEMI	Bi-Annually
June 2023	3- 5	Students with Disabilities	Evidence of Proficiency or Strength	44%	50%	DEMI	Bi-Annually
June 2023	3-5	Black or African American	Evidence of Proficiency or Strength	45%	51%	DEMI	Bi-Annually
<b>*Identified Need - English Learners</b>							
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 English Learners that are not meeting or exceeding the standards in English/Language Arts and Math.							
<b>*Goal 4 - English Learners</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3 - 5	English Learner	Meet or Exceeding Standards	17%	35%	Other (Describe in Objective)	Annually
<b>*Identified Need - Graduation/Promotion Rate</b>							
The school's overall CAASPP data for the 2018-19 school year indicated 43% of 3rd-5th grade students met or exceeded standards in ELA. For 2021-22, based on the FASTtrack aReading assessment given in the mid-year, 51% of our students were low-risk or advanced. We are awaiting Spring 2022 FAST aReading data. The aReading assessment still does not provide accommodations such as ASL interpretation on the assessment for our students who are Deaf/Hard of Hearing when there is a listening component to the assessment that all other students had access to. So the data is used as a							

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baseline, but until there is access - the data should be used with caution. However, we have many students that are not meeting grade level expectations, and focus students can be identified early for targeted intervention.

### \*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase % of students reading at or above grade level as measured by FAST aReading	60%	65%	Grade 3 ELA Reading	Trimester
June 2023	5	Increase % of students reading at or above grade level as measured by FAST aReading	52%	60%	Grade 5 ELA Reading	Trimester

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Increase % of students reading at or above grade level as measured by FAST aReading	24%	40%	Grade 3 ELA Reading	Trimester
June 2023	3	Students with Disabilities	Increase % of students reading at or above grade level as measured by FAST aReading	29%	40%	Grade 3 ELA Reading	Trimester
June 2023	5	English Learner	Increase % of students reading at or above grade level as measured by FAST aReading	24%	40%	Grade 5 ELA Reading	Trimester
June 2023	5	Students with Disabilities	Increase % of students reading at or above grade level as measured by FAST aReading	29%	40%	Grade 5 ELA Reading	Trimester
June 2023	3	Black or African American	Increase % of students reading at or above grade level as measured by FAST aReading	30%	30%	Grade 3 ELA Reading	Trimester



## Lafayette Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	5	Black or African American	Increase % of students reading at or above grade level as measured by FAST aReading	30%	50%	Grade 5 ELA Reading	Trimester
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### Strategy/Activity 1

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

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

#### \*Strategy/Activity - Description

The EL-In-School Resource Teacher (EL-ISRT) will push into general education classes to collaborate and provide coaching to support the SDEM Illustrative Math Pilot. 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 2022-23, we have co-teachers in class when whenever possible, 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.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F016717	Inschool Resource Tchr -	0.20000	\$19,783.20	\$31,104.95	0167-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		The EL-ISRT will provide small group targeted instruction to close the learning gap for our multi-lingual learners as well as push in support in Designated ELD instruction to teachers.
F016718	Inschool Resource Tchr -	0.40000	\$39,566.40	\$62,209.88	0167-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		The EL-ISRT will provide small group targeted intervention in literacy, and push-in to general education classes to collaborate and provide coaching to support the SDEM Illustrative Math Pilot.

## 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 enhances necessary skills for reading comprehension).

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01674B	Software License		\$1,000.00	\$1,000.00	0167-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Research-based specific software programs such as Raz Kids and similar online software are purchased to support the instructional program and provide diagnostic information.

## 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

Funding for teachers to be trained on best practices to implement quality reading instruction. 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 the next steps and best practices to improve learning for all students. Funding for this activity is called out in other cross-over goal areas.

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; TK-5 Literacy Acceleration, SDEM Illustrative and Steam Innovation pilot programs (adding grade 4 for 2022-23). 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

## Lafayette Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167BY	Prof&Curriclm Dev Vist Tchr		\$12,000.00	\$14,857.20	0167-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	[no data]		Release time for Professional Learning and collaboration for teachers to address inequities and identify growth opportunities for students and themselves.

## 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

Preparation and the organization of instructional supplies is an important components of teaching and learning. Making sure teachers have the resources they need to support the students they teach is a priority at Lafayette, and increasing the volume of classroom leveled-libraries must happen.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01671W	Supplies		\$11,810.00	\$11,810.00	0167-30106- 00-4301-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmt	[no data]		Purchase materials to support Literacy acceleration such as leveled classroom libraries and supplemental reading and writing tools; and to support the mathematics program (manipulatives, whiteboards, and visual supports).
N01672A	Supplies		\$549.05	\$549.05	0167-09800- 00-4301-1000-	LCFF Intervention Support	English Learners,		Purchase materials to support Literacy acceleration such as leveled classroom libraries and supplemental reading and

## Lafayette Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					1110-01000-0000		Foster Youth, Low-Income		writing tools; and to support the mathematics program (manipulatives, whiteboards, and visual supports).
N01678A	Supplies		\$6,066.00	\$6,066.00	0167-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Purchase materials to support Literacy acceleration such as leveled classroom libraries and supplemental reading and writing tools; and to support the mathematics program (manipulatives, whiteboards, and visual supports).

### Strategy/Activity 5

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

All students TK-5

**\*Strategy/Activity - Description**

We are excited to bring VAPA back on campus for 2022-23, and we will continue to utilize VAPA PLCs for teachers to collaborate in the following ways:

- \* 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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167A5	Interprogram Svcs/VAPA		\$11,000.00	\$11,000.00	0167-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		We believe Arts in Education is a vehicle to give our students multiple monthly learning opportunities in the Arts as well as provide collaborative release time for teachers to work in partnership for student monitoring and looking at and analyzing student work.

**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 are the focus of release time. Developing a comprehensive assessment plan and grade-level Google folders to help guide 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	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0167Y	Classroom Teacher Hrly		\$5,000.00	\$6,190.50	0167-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Planning for the instructional year based on grade-level pedagogy and vertical alignment takes time and thoughtful preparation. This resource will support closing inequities and learning gaps.

***LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools***

**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 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

At Lafayette, we typically would start every day with a morning assembly for TK-5 classrooms. We're fortunate to have had 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. We are hopeful to welcome all families back to campus as we begin the 2022-23 school year.

Our goal is to increase parent engagement and strengthen home-school relationships with families. For the 2022-23 school year, Lafayette is participating and receiving support from the North Central Early Prevention Program through SDUSD to target our youngest learners to support good habits, and peer relationships, and to help parents access community resources. Though in year two, is the first year of in-person collaboration/groups. 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.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

This will be a carryover focus area from the prior year due to COVID and waiting on CSPA data for 2021-22. 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 and 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

## Lafayette Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

their child's academic and social-emotional progress. Our ESA is making direct contact with families to engage them to participate in ELAC and SSC, as well as using NCEP as a platform to bring families in to provide tips and tools for supporting student learning. We are also working to engage D/HH families who live outside the cluster and district.

### \*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

### \*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. Awaiting 2021-22 data.

### \*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent participation in the expected role at school	61%	95%	CAL - SCHLS (CSPS)

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	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 students and determine the barriers to meaningful access.

**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	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N016769	Clerical OTBS Hrly		\$1,000.00	\$1,370.10	0167-30106-00-2451-3900-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Parents need support in accessing materials in their native language. We utilize bilingual clerical staff to meet our families needs.
N01676A	Clerical OTBS Hrly		\$1,000.00	\$1,370.10	0167-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parents need support in accessing materials in their native language. We utilize bilingual clerical staff to meet our families needs.
N01678P	Inservice supplies		\$194.00	\$194.00	0167-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Our parents respond to information when it's presented on paper. We will ensure our families have the materials needed to be active participants at their child's school.



## **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)	\$ 85,697
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)	\$ 150,092

## 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)	\$ 32,741
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 32,741

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)	\$ 31,654
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 31,654

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 150,092

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Lafayette Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.2	\$19,783.20
Lafayette Elementary			3000 Benefits		0	\$11,321.75
Lafayette Elementary		<b>Inschool Resource Tchr Total</b>			<b>0.2</b>	<b>\$31,104.95</b>
Lafayette Elementary		(blank)	4301 Supplies	Supplies	0	\$549.05
Lafayette Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$549.05</b>
Lafayette Elementary	<b>09800 LCFF Intervention Support Total</b>				<b>0.2</b>	<b>\$31,654.00</b>
Lafayette Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.4	\$39,566.40
Lafayette Elementary			3000 Benefits		0	\$22,643.48
Lafayette Elementary		<b>Inschool Resource Tchr Total</b>			<b>0.4</b>	<b>\$62,209.88</b>
Lafayette Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$12,000.00
Lafayette Elementary			3000 Benefits		0	\$2,857.20
Lafayette Elementary			4301 Supplies	Supplies	0	\$6,066.00
Lafayette Elementary			5841 Software License	Software License	0	\$1,000.00
Lafayette Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$21,923.20</b>
Lafayette Elementary	<b>30100 Title I Basic Program Total</b>				<b>0.4</b>	<b>\$84,133.08</b>
Lafayette Elementary	30103 Title I Parent Involvement	(blank)	2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$1,000.00
Lafayette Elementary			3000 Benefits		0	\$370.10
Lafayette Elementary			4304 Inservice supplies	Inservice supplies	0	\$194.00
Lafayette Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$1,564.10</b>
Lafayette Elementary	<b>30103 Title I Parent Involvement Total</b>				<b>0</b>	<b>\$1,564.10</b>
Lafayette Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$5,000.00
Lafayette Elementary			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$1,000.00
Lafayette Elementary			2456 Clerical Substitute Hrly	Clerical Substitute Hrly	0	\$1,000.00
Lafayette Elementary			3000 Benefits		0	\$1,930.70
Lafayette Elementary			4301 Supplies	Supplies	0	\$11,810.00
Lafayette Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$1,000.00
Lafayette Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$11,000.00
Lafayette Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$32,740.70</b>
Lafayette Elementary	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>				<b>0</b>	<b>\$32,740.70</b>

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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**Lafayette Elementary School**

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23**

2.0 With approval from the local governing board, [Lafayette Elementary](#) has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) [The Lafayette School Site Council meets to review and develop the Parent & Family Engagement Policy every year to make sure we address the needs of our school community.](#)

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how [Lafayette Elementary](#) school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
  - The principal of Lafayette shares Title 1 Program information to parents during Back to School night or the First Family Friday of the year; School Site Council, English Learner Advisory Committee (ELAC) during the month of September and throughout the year as the school prepares to determine site priorities for the school instructional/operational budget.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])
  - Back to School Night happens in the evening, as well as Family Friday which provides a morning opportunity for parents to hear about Lafayette’s Title 1 program.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Monthly meetings of the School Site Council and bi-monthly 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.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

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

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- 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.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- 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.

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

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

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[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

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

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

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])



- Through frequent dialogue and collaboration with staff about the importance of home/school communication, frequent communication is the expectation of all team members at Lafayette. Weekly announcements are shared with families and how to communicate with the principal at our site. Teachers also use Class Dojo and REmind applications to reach families as well.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[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 Educational Foundation; 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.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- The school has multiple areas in and 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; of many that are in English & Spanish

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

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

## 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Lafayette Elementary School](#) to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children),

including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

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

**APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**Title I School-Parent Compact 2022-23**  
**Lafayette Elementary School**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- 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

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Twice annual Parent/Teacher conferences (November & March)

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

- 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.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- 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 Educational Foundation, 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.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- The school has multiple areas in and 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. Contact information is shared in the weekly Lafayette Call-outs and teachers utilize Class Dojo and Remind applications to stay in contact.

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes

from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Lafayette**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	121	39.7	111	43.2	100	43.0	97	43.3	110	39.1	-0.6	-4.2	112	33.0	112	33.9	101	34.7	97	28.9	110	26.4	-6.6	-2.5
Female	62	38.7	53	56.6	52	42.3	47	46.8	60	43.3	4.6	-3.5	58	20.7	53	37.7	53	22.6	47	21.3	60	25.0	4.3	3.7
Male	59	40.7	58	31.0	48	43.8	50	40.0	50	34.0	-6.7	-6.0	54	46.3	59	30.5	48	47.9	50	36.0	50	28.0	-18.3	-8.0
African American	6	-	4	-	1	-	5	-	3	-	-	-	5	-	4	-	1	-	5	-	3	-	-	-
Asian	1	-	1	-	1	-	1	-	4	-	-	-	1	-	1	-	1	-	1	-	4	-	-	-
Filipino	2	-	1	-	2	-	1	-	1	-	-	-	2	-	1	-	2	-	1	-	1	-	-	-
Hispanic	80	36.3	75	45.3	74	44.6	76	40.8	78	30.8	-5.5	-10.0	72	29.2	76	28.9	75	38.7	76	28.9	78	17.9	-11.3	-11.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	1	-	1	-	0	-	0	-	-	-	3	-	1	-	1	-	0	-	0	-	-	-
White	15	46.7	18	22.2	10	20.0	11	54.5	18	77.8	31.1	23.3	15	53.3	18	33.3	10	10.0	11	36.4	18	72.2	18.9	35.8
Multiracial	10	40.0	10	60.0	9	-	3	-	6	-	-	-	10	20.0	10	50.0	9	-	3	-	6	-	-	-
English Learner	32	12.5	29	20.7	29	10.3	27	14.8	26	11.5	-1.0	-3.3	29	17.2	30	13.3	30	26.7	27	14.8	26	7.7	-9.5	-7.1
English-Speaking	89	49.4	78	53.8	69	58.0	70	54.3	84	47.6	-1.8	-6.7	83	38.6	78	43.6	69	39.1	70	34.3	84	32.1	-6.5	-2.2
Reclassified†	16	81.3	15	80.0	18	83.3	28	67.9	17	35.3	-46.0	-32.6	16	43.8	15	53.3	18	61.1	28	39.3	17	29.4	-14.4	-9.9
Initially Eng. Speaking	73	42.5	63	47.6	51	49.0	42	45.2	67	50.7	8.2	5.5	67	37.3	63	41.3	51	31.4	42	31.0	67	32.8	-4.5	1.8
Econ. Disadv.*	101	37.6	86	40.7	86	43.0	86	40.7	85	34.1	-3.5	-6.6	94	28.7	87	29.9	87	33.3	86	27.9	85	17.6	-11.1	-10.3
Non-Econ. Disadv.	20	50.0	25	52.0	14	42.9	11	63.6	25	56.0	6.0	-7.6	18	55.6	25	48.0	14	42.9	11	36.4	25	56.0	0.4	19.6
Gifted	21	61.9	13	53.8	7	-	6	-	4	-	-	-	21	52.4	13	46.2	7	-	6	-	4	-	-	-
Not Gifted	100	35.0	98	41.8	93	41.9	91	44.0	106	37.7	2.7	-6.3	91	28.6	99	32.3	94	35.1	91	27.5	106	23.6	-5.0	-3.9
With Disabilities	29	3.4	18	5.6	27	3.7	35	8.6	30	20.0	16.6	11.4	20	5.0	18	0.0	27	7.4	35	8.6	30	13.3	8.3	4.7
WO Disabilities	92	51.1	93	50.5	73	57.5	62	62.9	80	46.3	-4.8	-16.6	92	39.1	94	40.4	74	44.6	62	40.3	80	31.3	-7.8	-9.0
Homeless	11	18.2	11	27.3	16	62.5	12	58.3	8	-	-	-	11	36.4	11	27.3	16	50.0	12	41.7	4	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Military	9	-	9	-	3	-	3	-	4	-	-	-	8	-	9	-	3	-	3	-	4	-	-	-

\* 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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Lafayette**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	40	37.5	33	36.4	27	37.0	0	-	38	39.5	2.0	-	40	35.0	34	38.2	27	40.7	29	48.3	38	28.9	-6.1	-19.4
<b>Female</b>	18	44.4	14	57.1	19	36.8	0	-	21	38.1	-6.3	-	18	16.7	14	57.1	19	31.6	8	-	21	33.3	16.6	-
<b>Male</b>	22	31.8	19	21.1	8	-	0	-	17	41.2	9.4	-	22	50.0	20	25.0	8	-	21	52.4	17	23.5	-26.5	-28.9
<b>African American</b>	1	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	2	-	1	-	-	-
<b>Asian</b>	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
<b>Filipino</b>	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
<b>Hispanic</b>	31	35.5	22	31.8	18	38.9	0	-	28	35.7	0.2	-	31	38.7	23	30.4	18	50.0	22	40.9	28	21.4	-17.3	-19.5
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	1	-	5	-	4	-	0	-	6	-	-	-	1	-	5	-	4	-	4	-	6	-	-	-
<b>Multiracial</b>	5	-	3	-	3	-	0	-	1	-	-	-	5	-	3	-	3	-	0	-	1	-	-	-
<b>English Learner</b>	15	13.3	9	-	10	10.0	0	-	11	9.1	-4.2	-	15	20.0	10	10.0	10	30.0	7	-	11	9.1	-10.9	-
<b>English-Speaking</b>	25	52.0	23	43.5	17	52.9	0	-	27	51.9	-0.1	-	25	44.0	23	52.2	17	47.1	22	59.1	27	37.0	-7.0	-22.1
Reclassified†	1	-	4	-	5	-	0	-	3	-	-	-	1	-	4	-	5	-	11	54.5	3	-	-	-
Initially Eng. Speaking	24	50.0	19	36.8	12	33.3	0	-	24	54.2	4.2	-	24	41.7	19	47.4	12	25.0	11	63.6	24	41.7	0.0	-21.9
<b>Econ. Disadv.*</b>	35	34.3	24	33.3	24	37.5	0	-	31	32.3	-2.0	-	35	31.4	25	36.0	24	41.7	26	42.3	31	19.4	-12.0	-22.9
<b>Non-Econ. Disadv.</b>	5	-	9	-	3	-	0	-	7	-	-	-	5	-	9	-	3	-	3	-	7	-	-	-
<b>Gifted</b>	7	-	3	-	7	-	0	-	4	-	-	-	7	-	3	-	7	-	3	-	4	-	-	-
<b>Not Gifted</b>	33	36.4	30	36.7	27	37.0	0	-	38	39.5	3.1	-	33	30.3	31	38.7	27	40.7	26	46.2	38	28.9	-1.4	-17.3
<b>With Disabilities</b>	29	3.4	5	-	10	10.0	0	-	8	-	-	-	10	10.0	5	-	10	10.0	8	-	8	-	-	-
<b>WO Disabilities</b>	30	50.0	28	42.9	17	52.9	0	-	30	50.0	0.0	-	30	43.3	29	44.8	17	58.8	21	66.7	30	36.7	-6.6	-30.0
<b>Homeless</b>	8	-	3	-	6	-	0	-	2	-	-	-	8	-	3	-	6	-	3	-	2	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	4	-	3	-	0	-	0	-	2	-	-	-	4	-	3	-	0	-	1	-	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.





**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Lafayette**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	42	38.1	39	38.5	34	41.2	0	-	37	32.4	-5.7	-	41	36.6	39	23.1	35	31.4	29	10.3	37	21.6	-15.0	11.3
<b>Female</b>	24	41.7	16	37.5	15	46.7	0	-	24	37.5	-4.2	-	24	29.2	16	18.8	16	31.3	18	11.1	24	20.8	-8.4	9.7
<b>Male</b>	18	33.3	23	39.1	19	36.8	0	-	13	23.1	-10.2	-	17	47.1	23	26.1	19	31.6	11	9.1	13	23.1	-24.0	14.0
<b>African American</b>	3	-	1	-	0	-	0	-	1	-	-	-	3	-	1	-	0	-	2	-	1	-	-	-
<b>Asian</b>	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
<b>Filipino</b>	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
<b>Hispanic</b>	24	37.5	29	41.4	26	42.3	0	-	29	20.7	-16.8	-	23	26.1	29	27.6	27	37.0	22	13.6	29	17.2	-8.9	3.6
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
<b>White</b>	10	50.0	3	-	4	-	0	-	3	-	-	-	10	70.0	3	-	4	-	3	-	3	-	-	-
<b>Multiracial</b>	4	-	3	-	2	-	0	-	3	-	-	-	4	-	3	-	2	-	2	-	3	-	-	-
<b>English Learner</b>	10	20.0	15	13.3	7	-	0	-	11	18.2	-1.8	-	10	20.0	15	13.3	8	-	11	9.1	11	9.1	-10.9	0.0
<b>English-Speaking</b>	32	43.8	23	56.5	26	50.0	0	-	26	38.5	-5.3	-	31	41.9	23	30.4	26	34.6	18	11.1	26	26.9	-15.0	15.8
Reclassified†	6	-	2	-	7	-	0	-	6	-	-	-	6	-	2	-	7	-	6	-	6	-	-	-
Initially Eng. Speaking	26	38.5	21	52.4	19	47.4	0	-	20	40.0	1.5	-	25	44.0	21	28.6	19	31.6	12	8.3	20	25.0	-19.0	16.7
<b>Econ. Disadv.*</b>	34	38.2	33	39.4	27	37.0	0	-	29	31.0	-7.2	-	33	33.3	33	21.2	28	25.0	26	11.5	29	13.8	-19.5	2.3
<b>Non-Econ. Disadv.</b>	8	-	6	-	7	-	0	-	8	-	-	-	8	-	6	-	7	-	3	-	8	-	-	-
<b>Gifted</b>	8	-	4	-	3	-	0	-	1	-	-	-	8	-	4	-	3	-	6	-	1	-	-	-
<b>Not Gifted</b>	34	32.4	35	37.1	31	41.9	0	-	36	30.6	-1.8	-	33	33.3	35	20.0	32	34.4	29	10.3	36	19.4	-13.9	9.1
<b>With Disabilities</b>	29	3.4	8	-	8	-	0	-	14	28.6	25.2	-	3	-	8	-	8	-	17	11.8	14	14.3	-	2.5
<b>WO Disabilities</b>	38	42.1	31	48.4	26	53.8	0	-	23	34.8	-7.3	-	38	39.5	31	29.0	27	40.7	12	8.3	23	26.1	-13.4	17.8
<b>Homeless</b>	2	-	6	-	2	-	0	-	3	-	-	-	2	-	6	-	2	-	6	-	1	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	2	-	4	-	1	-	0	-	2	-	-	-	2	-	4	-	1	-	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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Lafayette**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	39	43.6	39	53.8	39	48.7	0	-	35	45.7	2.1	-	31	25.8	39	41.0	39	33.3	39	28.2	35	28.6	2.8	0.4
Female	20	30.0	23	69.6	18	44.4	0	-	15	60.0	30.0	-	16	12.5	23	39.1	18	5.6	21	23.8	15	20.0	7.5	-3.8
Male	19	57.9	16	31.3	21	52.4	0	-	20	35.0	-22.9	-	15	40.0	16	43.8	21	57.1	18	33.3	20	35.0	-5.0	1.7
African American	2	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-
Asian	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	25	36.0	24	62.5	30	50.0	0	-	21	38.1	2.1	-	18	16.7	24	29.2	30	33.3	32	31.3	21	14.3	-2.4	-17.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
White	4	-	10	30.0	2	-	0	-	9	-	-	-	4	-	10	50.0	2	-	4	-	9	-	-	-
Multiracial	1	-	4	-	4	-	0	-	2	-	-	-	1	-	4	-	4	-	1	-	2	-	-	-
English Learner	7	-	5	-	12	8.3	0	-	4	-	-	-	4	-	5	-	12	25.0	9	-	4	-	-	-
English-Speaking	32	53.1	32	59.4	26	69.2	0	-	31	51.6	-1.5	-	27	29.6	32	46.9	26	38.5	30	30.0	31	32.3	2.7	2.3
Reclassified†	9	-	9	-	6	-	0	-	8	-	-	-	9	-	9	-	6	-	11	36.4	8	-	-	-
Initially Eng. Speaking	23	39.1	23	52.2	20	60.0	0	-	23	56.5	17.4	-	18	22.2	23	47.8	20	35.0	19	26.3	23	30.4	8.2	4.1
Econ. Disadv.*	32	40.6	29	48.3	35	51.4	0	-	25	40.0	-0.6	-	26	19.2	29	34.5	35	34.3	34	29.4	25	20.0	0.8	-9.4
Non-Econ. Disadv.	7	-	10	70.0	4	-	0	-	10	60.0	-	-	5	-	10	60.0	4	-	5	-	10	50.0	-	-
Gifted	6	-	6	-	4	-	0	-	3	-	-	-	6	-	6	-	4	-	3	-	3	-	-	-
Not Gifted	33	36.4	33	51.5	35	45.7	0	-	32	43.8	7.4	-	25	20.0	33	39.4	35	31.4	36	27.8	32	21.9	1.9	-5.9
With Disabilities	15	6.7	5	-	9	-	0	-	8	-	-	-	7	-	5	-	9	-	10	10.0	8	-	-	-
WO Disabilities	24	66.7	34	58.8	30	63.3	0	-	27	51.9	-14.8	-	24	33.3	34	47.1	30	40.0	29	34.5	27	29.6	-3.7	-4.9
Homeless	11	18.2	2	-	8	-	0	-	3	-	-	-	1	-	2	-	8	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	2	-	0	-	0	-	-	-	2	-	2	-	2	-	2	-	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.

**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**

**Lafayette Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: LAFAYETTE ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

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

**Strategy/Activity 1**

**\*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, 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 and/or ESA. 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Interprogram Svcs/Duplicating		\$500.00	30100-5721	Our parents respond to hard copy information. Expense will support getting important information regarding attendance into parents hands.	We receive much more responses when parents get a hard copy of materials/surveys.  Attendance overall has improved comparatively given COVID.	Google documents do not work to get response/feedback from all parents.	Continue to use both hard copy and tech tools to convey/receive information from all families.
Clerical Substitute Hrly		\$665.45	30106-2456	We utilize our bilingual clerical support staff to assist parents with interpretation; filling out forms and general assistance to build community.	With only essential visitors allowed on campus, we needed to utilize clerical support for parent meetings/conferences.	N/A	Spending less money in 2022-23
Clerical Substitute Hrly		\$1,996.35	30106-2456	We utilize our bilingual clerical support staff to assist parents with interpretation; filling out forms and general assistance to build community.	With only essential visitors allowed on campus, we needed to utilize clerical support for parent meetings/conferences.	N/A	Spending less money in 2022-23
Interprogram Svcs/Field Trip		\$2,000.00	30106-5735	Providing opportunities for learning outside our community is critical to building	Field Trips were limited this year – but opened up in the spring. We try to give students	Had to push everything back – may not utilize all funds.	Budgeted less for 2022-23.

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>experience and background knowledge with our students, which will help to decrease the equity gap.</p>	<p>multiple learning opportunities.</p>		
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**Goal 2 - English Language Arts**

**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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$5,000.00	30100-5841	Research-based specific software programs are purchased to support the instructional	Software licenses has been a benefit to support learning (ST Math; RAZ KIDS, IXL)	Consistency between classrooms; IXL not realistically giving us the data we need	Not purchasing IXL for 2022-23

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				program and provide diagnostic information.			
<b>Strategy/Activity 3</b>							
<b>*Strategy/Activity - Description</b>							
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.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$5,990.50	30100-1192	Release time for Professional Learning and collaboration for	Lack of substitutes has really hindered our ability for teachers to	Limited availability of substitutes	No change



## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>teachers to address inequities and identify growth opportunities for students and themselves.</p>	<p>plan/learn and analyze data together. Through careful use of VAPA release time; EO Wednesday and creative scheduling with the RVTs, we were able to schedule PLCs in the spring.</p>		
<b>Strategy/Activity 4</b>							
<b>*Strategy/Activity - Description</b>							
<p>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, and increasing the volume to classroom leveled-libraries must happen.</p>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Supplies		\$2,500.00	30100-4301	Purchase materials to support Literacy Acceleration such as leveled classroom libraries and supplemental reading and writing tools.	Classroom libraries are robust by sit purchases as well as district Benchmark/OKAPI leveled materials that were purchased.	N/A	Increase for 2022-23
<b>Strategy/Activity 5</b>							
<b>*Strategy/Activity - Description</b>							
We are excited to bring VAPA back on campus for 2021-22, and we will continue to utilize VAPA "PLC's for teachers to collaborate in the following ways:							
* 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							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and</b>	<b>Modifications based on qualitative and quantitative data.</b>

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA		\$5,000.00	30106-5738	We will utilize VAPA "PLC's for teachers to 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 and the Literacy Acceleration materials	Students having monthly opportunities for VAPA rotations within the Arts in Education project. Teachers have opportunities to plan with grade level peers and confer with the principal in student monitoring meetings.	N/A	Continue for 2022-23
<b>Strategy/Activity 6</b>							
<b>*Strategy/Activity - Description</b>							
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.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$5,870.69	30106-1157	Planning for the instructional year based on grade-level pedagogy and vertical alignment takes time and thoughtful preparation. This resource will support closing inequities and learning gaps.	Utilizing to promote accountability and alignment.	Resources based on enrollment, not the scope of the programs offered (DHH)	Decreased for 2022-23

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The EL-In-School Resource Teacher (EL-ISRT) will push-in to general education classes to collaborate and provide coaching to support the SDEM Illustrative Math Pilot. 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 2021-22, we have co-teachers in the 3/4 & 4/5th grade combination classes 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.20000	\$29,535.17	30100-1109	The EL-In-School Resource Teacher	EL-ISRT is able to see more small groups and provide	EL students made gains in math based on quantitative	N/A

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				(EL-ISRT) will push-in to general education classes to collaborate and provide coaching to support the SDEM Illustrative Math Pilot.	push in support based on the use of our +1 FTE for classroom use/support	data (DEMI); yet slow progress was made in Reading – hypothesis is that slow growth due to Learning gaps due to Covid.	
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### Strategy/Activity 3

**\*Strategy/Activity - Description**

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$4,000.00	30106-4301	Purchase materials to support the mathematics program such as tools and manipulatives; white boards; and visual supports.	Classrooms were well stocked with materials they needed.	N/A	Increasing budget for 2022-23
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### Strategy/Activity 4

**\*Strategy/Activity - Description**

We are excited to bring VAPA back on campus for 2021-22, and we will continue to utilize VAPA "PLC's for teachers to collaborate in the following ways:

- \* 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
- \* Delve into the Illustrative Math curriculum

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.
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## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Prof&Curriclm Dev Vist Tchr		\$7,068.79	30100-1192	Release time for Professional Learning and collaboration for teachers to address inequities and identify growth opportunities for students and themselves specifically with the SDEM Pilot.	Lack of substitutes has really hindered our ability for teachers to plan/learn and analyze data together. Through careful use of VAPA release time; EO Wednesday and creative scheduling with the RVTs, we were able to schedule PLCs in the spring.	Limited availability of substitutes	No change
Interprogram Svcs/VAPA		\$8,000.00	30106-5738	We will utilize VAPA "PLC's for teachers to 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 and delve into the	Teachers have opportunities to plan with grade level peers and confer with the principal in student monitoring meetings.	N/A	Continue for 2022-23



## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Illustrative Math curriculum			
<b>Strategy/Activity 5</b>							
<b>*Strategy/Activity - Description</b>							
Teachers having time to plan for the instructional year, in-side and 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.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$7,188.60	30106-1157	Planning for the instructional year based on grade-level pedagogy and vertical	Utilizing to promote accountability and alignment.	Resources based on enrollment, not the scope of the programs offered (DHH)	Decreased for 2022-23

**Lafayette Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				alignment takes time and thoughtful preparation. This resource will support closing inequities and learning gaps.			

**Goal 4- Supporting 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 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.20000	\$29,535.17	30100-1109	The EL-In-School Resource Teacher (EL-ISRT) will provide small group targeted intervention in	EL-ISRT is able to see more small groups and provide push in support based on the use of our +1 FTE for	EL students made gains in math based on quantitative data (DEMI); yet slow progress was made in Reading –	N/A

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				literacy, and push-in to general education classes to collaborate and provide coaching to support the SDEM Illustrative Math Pilot.	classroom use/support	hypothesis is that slow growth due to Learning gaps due to Covid.	
<b>Strategy/Activity 2</b>							
<b>*Strategy/Activity - Description</b>							
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.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$1,317.91	30100-1192	Release time for Professional Learning and collaboration for teachers to address inequities and identify growth opportunities for students and themselves.	Lack of substitutes has really hindered our ability for teachers to plan/learn and analyze data together. Through careful use of VAPA release time; EO Wednesday and creative scheduling with the RVTs, we were able to schedule PLCs in the spring.	Lack of substitute availability	No change
Classroom Teacher Hrly		\$1,317.91	30106-1157	Planning for the instructional year based on grade-level pedagogy and vertical alignment takes time and thoughtful preparation. This resource will support closing inequities and learning gaps.	Utilizing to promote accountability and alignment.	Resources based on enrollment, not the scope of the programs offered (DHH)	Decreased for 2022-23

### Strategy/Activity 3

**\*Strategy/Activity - Description**

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

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

Directions:

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

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$2,113.00	30100-4301	Purchase materials to support Language and culturally relevant books for classroom libraries.	Classroom libraries are robust by sit purchases as well as district Benchmark/OKAPI leveled materials that were purchased.	N/A	Increasing for 2022-23
Interprogram Svcs/Duplicating		\$1,000.00	30100-5721	To support the instructional program and make sure students have hard copies of materials.	Many student do best with hard copy materials in front of them as well as needing worksheets for SDEM	Consumables would be helpful (which we received later in 2021-22 for SDEM	Will do in-house for 2022-23

## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$3,480.00	30106-4301	Purchase materials to support Language and culturally relevant books for classroom libraries.	Classroom libraries are robust by sit purchases as well as district Benchmark/OKAPI leveled materials that were purchased.	N/A	Increasing for 2022-23
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<b>Goal 7 - Family Engagement</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
Parent surveys to all families about how parents can support their student and determine the barriers to meaningful access.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Clerical OTBS Hrly		\$998.19	30103-2451	Parents needs support in accessing materials in their native language. We utilize our bilingual clerical	With only essential visitors allowed on campus, we needed to utilize clerical support for parent meetings/conferences.	N/A	Slight decrease for 2022-23



## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				staff to meet our families needs.			
Inservice supplies		\$550.00	30103-4304	Our parents respond to information when it's presented on paper. We will ensure our families have the materials needed to be active participants at school.	We receive much more response when parents get a hard copy of materials/surveys.	Google documents are not always utilized by our families.	Decrease for 2022-23

### Strategy/Activity 2

**\*Strategy/Activity - Description**

Allocate funds for interpreting support for parent workshops and meetings.

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

Directions:

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

Guiding Questions:

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

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## Lafayette Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Clerical OTBS Hrly		\$2,661.80	30106-2451	Our families need support and interpretation/translation services in their native language. Bilingual clerical staff will support out efforts for our families to have meaningful participation at our school.	With only essential visitors allowed on campus, we needed to utilize clerical support for parent meetings/conferences	N/A	Slight decrease for 2022-23

What are my leadership strategies in service of the goals?

My leadership moves are supportive of getting resources closest to students and their families using research-based strategies: Personnel; Instructional Materials Technology, interpretation, hard copy materials and personalization.

**SCHOOL NAME: LAFAYETTE ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The EL-In-School Resource Teacher (EL-ISRT) will provide direct, small-group instruction to those identified English Learners that are not reading at grade level. The EL-ISRT will also push-in into 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**

Directions:

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Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Lafayette Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr -	0.20000	\$29,535.17	09800-1109	EL-ISRT to provide small group; targeted instruction to close the learning gap for our multi-lingual learners as well as push-in support in Designated ELD instruction to teachers.	EL-ISRT able to see more small groups and provide push-in support based on the use of our +1 FTE for classroom use/support	EL students made gains in math based on quantitative data (DEMI); yet slow progress was made in Reading – the hypothesis is that slow growth due to Learning gaps due to Covid.	N//A
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### Strategy/Activity 4

**\*Strategy/Activity - Description**

Preparation and the organization of instructional supplies is an important components of teaching and learning. Making sure teachers have the resources they need to support the students they teach is a priority at Lafayette, and increasing the volume to classroom leveled-libraries must happen.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

## Lafayette Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>pre/post test, progress monitoring results, etc.).</b>	
Supplies		\$4,125.00	09800-4301	Purchase materials to support Literacy Acceleration such as leveled classroom libraries and supplemental reading and writing tools.	Classroom libraries are robust by sit purchases as well as district Benchmark/OKAPI leveled materials that were purchased.	N/A	Increase for 2022-23

<b>Goal 3 - Mathematics</b>							
<b>Strategy/Activity 2</b>							
<b>*Strategy/Activity - Description</b>							
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).							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Software License		\$5,000.00	09800-5841	Research-based specific software programs are purchased to support the instructional program and	Software licenses have been a benefit to support learning (ST Math; RAZ KIDS, IXL)	Consistency between classrooms; IXL not really giving us the data we need	Not purchasing IXL for 2022-23

				provide diagnostic information.			
What are my leadership strategies in service of the goals?							
My leadership moves are supportive of getting resources closest to students using research-based strategies: Personnel; Instructional Materials and Technology.							