

Lafayette Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Lafayette Elementary School
Street	3100 Park St.
City, State, Zip	Eureka, CA 95501
Phone Number	(707) 441-2482
Principal	Quincy Brownfield
Email Address	brownfieldq@eurekacityschools.org
School Website	https://lafayette.eurekacityschools.org/
County-District-School (CDS) Code	12-75515-6007793

2022-23 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	www.eurekacityschools.org

2022-23 School Overview

Mission Statement

Lafayette Elementary is committed to inspiring the academic, social and personal success of all students by providing a challenging and meaningful curriculum honoring the uniqueness of each child. At Lafayette Elementary the vision for each student is: Every student, Every Day, Giving 100%, the Lafayette Lion Way.

School Profile

At Lafayette Elementary School, we take pride in our growing academic program and in our commitment to family and community. Education at Lafayette Elementary School is child-centered with a strong emphasis on on reading, writing, math and social emotional learning. Students are engaged in rigorous academic activities that showcase their abilities to read text and comprehend them with good understanding, solve multi-step problems in all academic areas and work in collaborative groups as well as work independently.

Our academic focus is on increasing student achievement and competency in both language arts and math. Each grade level uses the California Common Core Standards to drive instruction and provide meaningful feedback to our students. We work together to make learning visible at Lafayette Elementary. We also have a strong focus on building a safe community for our students. This is being achieved through PBIS (Positive Behavioral Interventions and Supports) and Second Step instruction in all classrooms. Our entire staff has been trained on PBIS strategies and techniques and is led by strong group of stakeholders including certificated and classified.

Our teachers collaborate regularly around academic progress and instructional strategies. Technology is also a cornerstone of our work with students. We utilize a number of digital platforms to promote knowledge growth for all learners. We also work year-round on literacy both with universal access time for reading and targeted writing instruction by genre. Classroom teachers work closely with specialist teachers to ensure individual student needs are being met. At Lafayette Elementary, students who need it are offered both reading and math intervention. Our daily expanded learning program (ASES) offers help with homework in grades TK-5, as well as extra support for struggling readers. It also engages our students in sports activities including a bike club, crafts, cooking, music, cultural explorations, and much more. The ASES program currently supports students with homework assistance and numerous other academic activities.

2022-23 School Overview

At Lafayette, community involvement is highly valued. The PTA is an active, growing, integral part of our school and its functions. This group of dedicated individuals supports Lafayette through numerous fundraisers and family events throughout the year. The School Site Council, made up of parents and members of the faculty, identifies common goals for school improvement and provides input on the development of our LCAP goals. It is the goal of all Lafayette employees to work together with families and the community to build confident learners.

Major Achievements:

- - Increased focus on writing instruction and reading instruction
- - Increased focus on success of identified EL students
- - Expanded services in the area of Reading Intervention and English Language Development.
- - Expanded Learning program (ASES) continues to develop a strong focus on academics and extra support for the more than 100 students who attend this program daily
- - All students, Transitional Kindergarten through 5th grade, receive targeted instruction in language arts through universal access grouping
- - Our school has acquired a large selection of technology that is specifically designed for student use
- - Development and implementation of a Preschool/Transitional Kindergarten class.

Focus for Improvement:

Reading, writing and math remains a focus at Lafayette Elementary with targeted professional development and collaboration. Staff is also working to ensure learning is visible at Lafayette through key areas such as feedback and clarity.

We will:

- -Utilize common literacy assessments to provide students with targeted language arts instruction. Struggling students will be provided support via the school-wide Reading Intervention program. Progress will be monitored and addressed as needed through Student Study Team meetings and other opportunities.
- -Implement instructional strategies to support English learner development and academic success. Students in need will be offered support from our English learner teacher and technician through pull-out/push-in opportunities.
- -Increase technology skills in both staff and students through ongoing trainings and supports.
- -Expand and reflect upon our daily instructional practice in order to best support the academic skills of our students.
- -Strive to support the personal, social and emotional well being of our students through positive behavior supports and trauma informed practice.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	39
Grade 2	43
Grade 3	27
Grade 4	38
Grade 5	44
Total Enrollment	251

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.6
Male	57.4
American Indian or Alaska Native	6.0
Asian	13.5
Black or African American	2.0
Filipino	0.4
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.2
White	34.7
English Learners	30.3
Foster Youth	2.0
Homeless	5.6
Migrant	0.0
Socioeconomically Disadvantaged	85.7
Students with Disabilities	20.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.10	92.40	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown	1.00	7.60	9.80	5.33	18854.30	6.86
Total Teaching Positions	13.10	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Eureka City Unified held a Public Hearing on September 15, 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3 Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2019 4-5: Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017 SDC: McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted 2016 SDC: McGraw Hill, Connecting Math Concepts, adopted 2015	Yes	0
Science	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	Yes	0
History-Social Science	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

As a result of Measure S, a locally funded bond, Lafayette Elementary has benefited from modernization in some classrooms, a new parking lot to the front of the school, and a paved parking lot with a designated student drop off/pick up zone to the west of the school. Lafayette maintains a clean, safe environment where students are feel welcomed and supported.

Year and month of the most recent FIT report

7/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X		Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door. Classroom 15: Water stained ceiling tiles (4) Classroom 18: Water stained ceiling tiles (10), water stained light lens (2) Classroom 21: Water stained ceiling tile (1), gutter
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Classroom 6: Lamps out in 1 light fixture Classroom 7: Lamps out in 4 light fixtures Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged Room 24: Lamps out in 4 light fixtures Room 25: Lamps out in 3 l
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door. Classroom 18: Water stained ceiling tiles (10), water stained light lens (2) Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to rep
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 10: Door not latching Classroom 11: Playstructure is in need of replacement parts, door not latching Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to repair playstructure, damaged matting needs repl

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	24	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	22	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	106	97.25	2.75	23.58
Female	53	52	98.11	1.89	23.08
Male	56	54	96.43	3.57	24.07
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	20.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	28.57
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	40	38	95.00	5.00	23.68
English Learners	37	37	100.00	0.00	13.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	98	98.00	2.00	23.47
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	29	28	96.55	3.45	7.14

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	106	97.25	2.75	23.58
Female	53	52	98.11	1.89	15.38
Male	56	54	96.43	3.57	31.48
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	33.33
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	20.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	40	38	95.00	5.00	28.95
English Learners	37	37	100.00	0.00	16.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	98	98.00	2.00	22.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	29	28	96.55	3.45	10.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	23.08	NT	23.01	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	39	90.7	9.3	23.08
Female	21	20	95.24	4.76	30
Male	22	19	86.36	13.64	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	15	93.75	6.25	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	11	78.57	21.43	36.36
English Learners	13	13	100	0	15.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	35	92.11	7.89	25.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	85	93	90	93

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Lafayette School welcomes parent involvement! We encourage parents to volunteer in classrooms, on field trips, and at school functions. We also welcome parents to become involved in some of the decision making groups on campus such as the School Site Council, Superintendent's Parent and Community Advisory Committee, and the English Learner Advisory Council (ELAC). In addition, our PTA (Parent Teacher Association) continues to seek new members. Many new events are planned each year to bring parents and the community into our school.

Lafayette is a wonderful school with a very dedicated and caring staff. We have strived to continue many of our community building activities that were momentarily interrupted by the Covid-19 pandemic. We continue to have Student of the Month recognitions and weekly Lion's Loot drawings for our students. We also continue to grow our partnership with the US Coast Guard through a variety of ways such as classroom involvement and events such as Purple Up Day. If you have any questions or interest in any of our programs, please don't hesitate call.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Lafayette Elementary at (707) 441-2482.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	283	275	90	32.7
Female	123	121	38	31.4
Male	160	154	52	33.8
American Indian or Alaska Native	17	17	4	23.5
Asian	36	36	8	22.2
Black or African American	9	6	2	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	87	84	31	36.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	31	31	14	45.2
White	101	99	30	30.3
English Learners	82	80	21	26.3
Foster Youth	6	6	2	33.3
Homeless	24	22	12	54.5
Socioeconomically Disadvantaged	240	234	78	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	62	25	40.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.97	5.15	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.38	2.83	0.63	6.71	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.83	0.00
Female	0.00	0.00
Male	5.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.45	0.00
White	3.96	0.00
English Learners	1.22	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.62	0.00

2022-23 School Safety Plan

Lafayette Elementary School is committed to the safety of students and staff. Due to COVID-19, a comprehensive school Site Specific Protection Plan has been written in compliance with Public Health guidelines. The plan covers safety protocols and procedures in relation to the COVID-19 pandemic. The School Site Safety plan is reviewed annually and updated by the School Safety Committee. All revisions are communicated with certificated and classified staff. The current School Safety Plan was updated and adopted by the School Site Council on December 15th, 2022.

Goal 1- All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2- Ensure physical safety of students and staff through the continued implementation of Positive Behavior Intervention and Supports. Our Safe Schools Plan continues to be supported and edited by the Lafayette Site Council and approved by the Eureka City Schools Governing Board. Our Safe Schools Plan will be updated annually and reviewed by the School Site Council.

Our PBIS (Positive Behavior Intervention and Supports) program continues to be implemented during the school closures. We continue to promote the three school rules of BE SAFE, BE RESPECTFUL and BE RESPONSIBLE! The PBIS Team continues to meet regularly to maintain consistency and plan for additional support as we transitioned from virtual learning to in person learning.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	27		1	
2	22		2	
3	25		2	
4	31		1	
5	18	2		
Other	6	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	21	1	1	
2	26		1	
3	8	4	1	
4	22	1	1	
5	16	1	1	
Other	7	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	14	1	1	
2	15	1	1	
3	13	1	1	
4	29		1	
5	14	1	1	
Other	17	1	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,714	\$2,385	\$5,329	\$59,647
District	N/A	N/A	\$8,833	\$62,131
Percent Difference - School Site and District	N/A	N/A	-49.5	-4.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-21.2	-28.1

2021-22 Types of Services Funded

Lafayette continues to be a Title I school. In addition, we receive funds through the state LCFF, which generates the District's LCAP. We use these funds to support our categorical programs and supplemental services. Our budget is submitted to the Site Council and district for their approval on a yearly basis. Support services at Lafayette Elementary are provided through our categorical programs with the planning and guidance of our teaching and administrative staff. Two full time Specialized Academic Teachers and two instructional aide work in tandem with our School Psychologist to provide direct services for our special education students. The equivalent of 1.0 FTE Reading Intervention Teacher, .5 FTE Math Intervention, 1 math technician and 2 Literacy Technicians support our classroom instruction. A 1.0 FTE English Language Development teacher and 1 English Language Technician support students in order to accelerate learning for students working to acquire the English Language. An after school program provides students with extra academic support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,002	\$48,503
Mid-Range Teacher Salary	\$58,642	\$74,912
Highest Teacher Salary	\$82,500	\$100,321
Average Principal Salary (Elementary)	\$92,199	\$122,160
Average Principal Salary (Middle)	\$111,370	\$127,632
Average Principal Salary (High)	\$126,720	\$137,578
Superintendent Salary	\$200,086	\$198,665
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data include results of CAASPP, ELPAC, and district benchmark exams, as well as results from SWIS data that demonstrate effective PBIS practices.

During the 2019-20 school year the following profession growth opportunities have or will be provided in the following areas: Fountas and Pinnell training, Interim Assessments, Everyday Mathematics, Constructing Meaning, Create Humboldt, Narrative Writing (CARE, teacher, admin collaboration), monthly teacher academy with various topics addressed, SST process training, Peer Observation/Feedback Cycle implementation, Mandated Reporter Training, Planning and Pacing Collaboration and Support, and continued PBIS Training and support.

In March of 2020, Eureka City Schools moved to a Distance Learning Model due to the COVID-19 pandemic. Distance Learning and Hybrid models were created and approved by the School Board for the 2020-2021 school year. Professional Development and trainings around technology and safety have been the focus for all certificated and classified staff. All of these were delivered virtually to ensure the safety of the participants.

During the 2021-2022 school year the following professional growth opportunities have or will be provided in the following areas: Fountas and Pinnell training, Interim Assessments, Everyday Mathematics, Constructing Meaning, Create Humboldt, Narrative Writing (CARE, teacher, admin collaboration), monthly teacher academy with various topics addressed, SST process training, Peer Observation/Feedback Cycle implementation, Mandated Reporter Training, Planning and Pacing Collaboration and Support, and continued PBIS Training and support.

During the 2022-2023 school year, the following professional growth opportunities have or will be provided in the following areas: Fountas and Pinnell training, Interim Assessments, Everyday Mathematics, Opinion Writing (CARE, teacher, admin collaboration), monthly teacher academy with various topics addressed, SST process training, Peer Observation/Feedback Cycle implementation, Mandated Reporter Training, Planning and Pacing Collaboration and Support, and continued PBIS Training and support. Eureka City Schools engaged in work with both West Ed and Corwin to increase professional growth opportunities. One specific area of focus from Corwin was that of Visible Learning and Teacher Clarity. There have also been opportunities to expand knowledge in our various digital platforms such as IXL.

Professional development is provided during and after school through workshops, participation on district-wide committees, at conferences and on days teachers are released from classroom duties. Teachers are supported to implement what they learn by teacher-principal meetings, in-class coaching and collaborating with peers as a professional learning community.

Classified paraprofessional staff development is coordinated throughout the year relating to particular employment strands. In addition, the Humboldt County Office of Education provides on-going trainings that address a number of pertinent issues.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6