

Lafayette Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	K-5
County-District-School (CDS) Code	12-75515-6007793

2024-25 District Contact Information	
District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Gary Storts
Email Address	stortsg@eurekacityschools.org
District Website	www.eurekacityschools.org

2024-25 School Description and Mission Statement
Mission Statement At Lafayette Elementary, our mission is to inspire the academic, social, and personal success of every student through a challenging and meaningful comprehensive program that honors the uniqueness of each child. Our vision for every student is captured in our guiding principle: Heart of a Lion, Mind of a Scholar. School Profile

2024-25 School Description and Mission Statement

Lafayette Elementary School is a thriving educational community where students, families, and staff come together to foster academic excellence, social-emotional growth, and strong community connections.

Educational Focus:

Our child-centered approach to education emphasizes rigorous instruction in reading, writing, mathematics, and social-emotional learning. Students engage in meaningful academic activities, demonstrating their ability to read and comprehend complex texts, solve multi-step problems across disciplines, and collaborate effectively with peers while also working independently.

The foundation of our academic program is rooted in the California Common Core Standards, guiding purposeful instruction and providing meaningful feedback to students. We are committed to making learning visible and accessible for all students while creating a safe and inclusive school environment through Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning.

Instructional Practices and Supports:

Teachers collaborate regularly to enhance instructional strategies and monitor academic progress. Technology integration is a cornerstone of our curriculum, with digital platforms that enrich learning for all students. Targeted differentiation occurs through WIN (What I Need) time, offering tailored language arts and math instruction. Comprehensive intervention programs provide support for struggling readers and math students, both during the school day and in our daily expanded learning program (ASES). The ASES program serves over half the school daily, providing homework help, academic enrichment, and engaging activities such as sports, crafts, music, cooking, and cultural explorations.

Community and Collaboration:

Lafayette values strong family and community partnerships. Our active PTA organizes numerous fundraisers and events, fostering a sense of connection and school spirit. The School Site Council works collaboratively to identify goals for school improvement and provide input on our LCAP goals. Together, we strive to empower confident, capable learners.

Unique Features of Lafayette Elementary:

School-Wide Rules: Be Safe, Be Respectful, Be Responsible, Be Kind.
We are home to the District Therapeutic Support Classroom, now in its second year, providing a supportive environment for students with significant behavioral needs.
A dedicated BCBA, school psychologist, and part-time social worker provide extensive behavioral and emotional support to all students on campus
Students experience enriching field trips, including an overnight adventure to Wolf Creek Environmental Camp.

Achievements:

Increased focus on writing instruction and reading proficiency.
Expanded services for English Learners, with measurable gains in academic success.
Daily WIN time supports targeted instruction in language arts for TK-5 students.
Positive gains in state test scores, reflecting progress across all grade levels.
Newly adopted Amplify ELA curriculum, showing success in early literacy development.
Enhanced technology resources designed specifically for student learning.
Full implementation of a Transitional Kindergarten program.

Focus for Improvement:

Lafayette Elementary is committed to continuous improvement, particularly in the areas of literacy, math, and social-emotional development. Attendance is also an area of growth for us. Our goals include:

- Utilizing common literacy assessments to provide targeted language arts instruction, with additional support for struggling students through our Reading Intervention program and regular Student Study Team meetings.
- Expanding instructional strategies to enhance English Learner development through pull-out and push-in services led by dedicated and trained staff.
- Increasing technology proficiency for both students and staff through ongoing training and support.
- Reflecting on and refining daily instructional practices to better support student growth and making learning visible.
- Promoting attendance improvement across all grade levels through strategic interventions at both the site and District levels.
- Supporting students' personal, social, and emotional well-being with trauma-informed practices and positive behavior supports.

2024-25 School Description and Mission Statement

Lafayette Elementary is a dynamic, growing school where innovation, collaboration, and a commitment to excellence guide everything we do.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	44
Grade 2	54
Grade 3	41
Grade 4	43
Grade 5	29
Total Enrollment	305

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.3
Male	56.7
American Indian or Alaska Native	4.6
Asian	13.4
Black or African American	1.6
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	1
Two or More Races	13.4
White	34.1
English Learners	26.2
Foster Youth	3
Homeless	11.1
Socioeconomically Disadvantaged	82
Students with Disabilities	19.7

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/Incomplete/NA	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

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)	12.60	86.31	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.84	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.40	2.74	11953.10	4.28
Unknown/Incomplete/NA	1.00	6.84	11.60	5.84	15831.90	5.67
Total Teaching Positions	14.60	100.00	198.60	100.00	279044.80	100.00

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.

2022-23 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)	12.40	86.15	169.20	85.86	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	13.85	9.10	4.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.60	2.88	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	13.00	6.62	14303.80	5.15
Total Teaching Positions	14.40	100.00	197.10	100.00	277698.00	100.00

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	2022-23
Permits and Waivers	0.00	1.00	2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Data Collected September 2024

Eureka City Unified held a Public Hearing on October 3, 2024, 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 Core Knowledge Language Arts CKLA, adopted 2023 4-5: Core Knowledge Language Arts CKLA, adopted 2023 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: Teachers Curriculum Institute, adopted 2022	Yes	0

Note: Cells with N/A values do not require data.

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

9/13/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Cafeteria: Hole in flooring, floor finish has wax build-up and discoloration of flooring Classroom 10: Ceiling tile covering torn, asphalt transition to ADA ramp failing, asphalt lip from sidewalk to playground needs to be ground down Classroom 5: Counter chipped, cabinets in need of refinishing, screen loose on window track Classroom 9: Screw holes in wall, asphalt on foundation pad and ADA ramp transition failing Office: Paint peeling interior wall by restroom hallway Room 24: Water stained ceiling tile located above door
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Cafeteria: Hole in flooring, floor finish has wax build-up and discoloration of flooring
Electrical	X			Classroom 18: Electrical box for light switches ajar Classroom 21: Lamp out in restroom, run VGA cable from ceiling projector in wire mold track Classroom 22:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girl's Restroom: Base loose to toilet, two sink faucets need to be tighten to sinks Room 23: Adjust flow on drinking fountain
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Classroom 10: Ceiling tile covering torn, asphalt transition to ADA ramp failing, asphalt lip from sidewalk to playground needs to be ground down Classroom 8: Fascia split/dry rot Classroom 9: Screw holes in wall, asphalt on foundation pad and ADA ramp transition failing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 5: Counter chipped, cabinets in need of refinishing, screen loose on window track

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	34	34	36	46	47
Mathematics (grades 3-8 and 11)	23	30	22	22	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	108	105	97.22	2.78	34.29
Female	48	48	100.00	0.00	31.25
Male	60	57	95.00	5.00	36.84
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	32	96.97	3.03	34.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	53.85
White	43	42	97.67	2.33	30.95
English Learners	21	21	100.00	0.00	19.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	90	97.83	2.17	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	10.34

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	108	106	98.15	1.85	30.19
Female	48	48	100.00	0.00	31.25
Male	60	58	96.67	3.33	29.31
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	53.85
White	43	42	97.67	2.33	21.43
English Learners	21	21	100.00	0.00	19.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	91	98.91	1.09	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	6.90

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.35	29.03	26.10	26.99	30.29	30.73

2023-24 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	31	31	100.00	0.00	29.03
Female	17	17	100.00	0.00	29.41
Male	14	14	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	16.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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. The administration of the PFT requires only participation results 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	100	100	100	100	100

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.

2024-25 Opportunities for Parental Involvement
Lafayette Elementary School values and encourages active parental involvement as a vital component of student success. We welcome parents and guardians to participate in a variety of ways, from volunteering in classrooms and on field trips to assisting with school events and functions. Parents are also encouraged to join decision-making bodies such as the School Site Council (SSC), the Superintendent's Parent and Community Advisory Committee, and the English Learner Advisory Council (ELAC). Our active Parent Teacher Association (PTA) continues to seek new members and fosters a strong connection between home and school through its many initiatives. Each year, the PTA introduces new events designed to enhance community engagement and strengthen the bonds within our school. Lafayette Elementary remains committed to rebuilding and expanding community-building activities that were momentarily disrupted by the COVID-19 pandemic. Signature programs like Student of the Month recognitions and weekly Lion's Loot drawings for positive behavior continue to celebrate and motivate our students. Additionally, we encourage families to join us for schoolwide events such as the Color Run, Walking Wednesdays, and Dine at the Den. To further foster collaboration and transparency, we host quarterly Coffee with the Principal gatherings where families can engage in open dialogue about school programs, goals, and student success. Lafayette Elementary also maintains an open-door policy, inviting families to communicate directly with the principal and school staff regarding any questions or concerns. At Lafayette, we recognize the essential role parents and guardians play in supporting student achievement and shaping our school community. Through active engagement in leadership teams, committees, and volunteer opportunities, families partner with staff to uphold the high standards and inclusive values of our school. Contact Information: Parents or community members who wish to join leadership teams, participate in school activities, or volunteer may contact Lafayette Elementary School at (707) 441-2482.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	340	322	119	37.0
Female	149	141	56	39.7
Male	191	181	63	34.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	16	7	43.8
Asian	43	43	8	18.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	106	99	36	36.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	42	25	59.5
White	118	113	36	31.9
English Learners	90	86	22	25.6
Foster Youth	12	11	10	90.9
Homeless	50	46	30	65.2
Socioeconomically Disadvantaged	294	278	109	39.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	81	28	34.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.83	1.7	5.59	6.71	8.03	7.35	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0.05	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.59	0.00
Female	0.67	0.00
Male	9.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	18.75	0.00
Asian	2.33	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.77	0.00
White	5.08	0.00
English Learners	1.11	0.00
Foster Youth	25.00	0.00
Homeless	8.00	0.00
Socioeconomically Disadvantaged	5.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.41	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

School Safety Plan
Lafayette Elementary School is steadfast in its commitment to ensuring the safety and well-being of all students and staff.

2024-25 School Safety Plan

Safety is not just a priority; it is a shared responsibility and a cornerstone of our school culture. The Comprehensive School Safety Plan (CSSP) serves as a critical blueprint for preparedness, response, and recovery in a variety of scenarios, from natural disasters to unforeseen incidents. This plan reflects the collaborative efforts of parents, teachers, administrators, local law enforcement, and community members, all working together to create a robust, tailored approach to safety that meets the unique needs of our school community.

Key Highlights of the CSSP:

Collaborative Development: The CSSP is developed and reviewed annually by the School Safety Committee in partnership with the School Site Council, ensuring diverse perspectives are considered. Input from staff, families, and community stakeholders helps ensure the plan is comprehensive and effective.

Regular Updates and Communication: The School Safety Plan is updated annually and adopted by the School Site Council. The most recent revision was completed and adopted on February 5, 2025. All revisions are clearly communicated to certificated and classified staff to maintain consistency and preparedness.

Goals of the CSSP

Safe and Supportive Learning Environment: Create a culturally responsive and supportive school environment where students, families, and community members feel valued, connected, and engaged.

Physical Safety and Positive Discipline: Ensure the physical safety of students and staff through the consistent implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices.

Positive Behavior Intervention and Supports (PBIS): A Cornerstone of Safety

At Lafayette Elementary, our PBIS framework is central to fostering a safe, inclusive, and supportive school climate. The program is built around our four guiding school rules:

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind

These principles are actively taught, modeled, and reinforced across all school environments, ensuring a consistent and positive approach to discipline. The PBIS Leadership Team meets regularly to evaluate and refine practices, maintaining alignment with our school-wide goals and ensuring all staff are equipped to support students effectively.

Restorative Practices:

Lafayette Elementary emphasizes restorative and positive discipline approaches, focusing on building relationships, understanding the root causes of behavior, and fostering accountability in a supportive way. As part of this effort, the Paws and Reflect Room provides an alternative to suspension. This space offers students an opportunity to de-escalate, reflect on their choices, and develop strategies to repair harm and re-engage in learning.

Community Engagement and Safety Oversight

The School Site Council plays an active role in supporting and refining the Safe Schools Plan, which is also reviewed and approved annually by the Eureka City Schools Governing Board. Through these processes, we ensure that the plan evolves to meet the changing needs of our school community while upholding the highest standards of safety and well-being.

By maintaining an unwavering focus on physical safety, social-emotional well-being, and positive school climate, Lafayette Elementary School fosters an environment where students can thrive both academically and personally. Together, we remain dedicated to creating a safe, nurturing, and empowering space for every student, every day

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	1	2	
2	25		1	
3	25		1	
4	27		1	
5	29		1	
Other	24		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		3	
1	22		2	
2	18	1	2	
3	27		1	
4	31		1	
5	28		1	
Other	26		1	

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.7

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$67,397
Percent Difference - School Site and District	N/A	N/A	-49.5	-12.2
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-67.6	-38.0

Fiscal Year 2023-24 Types of Services Funded

Lafayette Elementary School is a proud Title I school, receiving additional support through state Local Control Funding Formula (LCFF) allocations. These funds, combined with the district's Local Control and Accountability Plan (LCAP), enable us to provide comprehensive services and programs that address the diverse academic, social-emotional, and behavioral needs of our students. Our Single Plan for Student Achievement (SPSA) budget is reviewed and approved annually by the School Site

Fiscal Year 2023-24 Types of Services Funded

Council (SSC), ensuring alignment with school priorities and stakeholder input. Though District and Site funds we are able to support a wide variety of services at our school.

Academic Support Services

Special Education Services: Lafayette employs three full-time Specialized Academic Teachers (SATs) and three special education instructional classroom aides who, in collaboration with our School Psychologist and our site BCBA, deliver tailored interventions and support to students with Individualized Education Plans (IEPs).

English Language Development (ELD): A full-time ELD Teacher and English Language Technician provide specialized instruction and targeted support to students acquiring English, ensuring accelerated progress in language acquisition.

Reading Intervention: Intervention programs led by highly trained staff. These programs address skill gaps in foundational literacy and mathematics, providing students with the individualized support they need to succeed.

Classroom Aides: Additional instructional aides enhance learning by supporting core classroom instruction, particularly in primary grades. They assist in small group and one-on-one settings to help students build strong foundational skills.

Expanded Learning Opportunities

After-School Program (ASES): Lafayette's ASES program offers academic support, enrichment activities, and recreational opportunities for students after school. The program provides a safe environment where students can complete homework, receive tutoring, and engage in activities such as sports, arts, and cultural exploration.

Behavioral and Social-Emotional Supports

PBIS Framework: Title I and LCFF funds support the ongoing implementation of Positive Behavioral Interventions and Supports (PBIS) to promote a positive school culture. This includes training for staff on restorative practices and strategies for supporting student behavior.

Paws and Reflect Room: As part of our restorative approach, the "Paws and Reflect Room" serves as an alternative to suspension, allowing students to de-escalate, reflect, and reintegrate into the classroom environment with a plan for future success.

Enrichment and Climate Initiatives

Enrichment Opportunities: Funds are used to provide enriching field trips, hands-on learning experiences, and extracurricular activities that broaden students' horizons and deepen their engagement with learning.

SEL Supports: Through partnerships and allocated funding, Lafayette invests in Social-Emotional Learning (SEL) programs that equip students with essential skills for managing emotions, building relationships, and making responsible decisions.

Professional Development: Lafayette is committed to the continuous growth of its staff.

Teacher Training: Professional development focused on Common Core Standards, Teacher Clarity, Visible Learning, and differentiated instruction.

Classified Staff Development: Training for paraprofessionals and other classified staff to align with instructional goals and PBIS practices.

Parent and Community Engagement

Funds are also allocated to enhance parent and community involvement:

Translation Services: Ensuring all communication is accessible to families in their preferred language.

Parent Engagement Initiatives: Offerings like Coffee with the Principal, family literacy nights, and other events that build strong home-school partnerships.

Through the thoughtful allocation of Title I and LCFF funds, Lafayette Elementary is able to provide an equitable and enriching educational experience for all students. These resources ensure that every child has access to the support they need to succeed academically, socially, and emotionally.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,858	\$54,930
Mid-Range Teacher Salary	\$68,005	\$85,386
Highest Teacher Salary	\$92,039	\$111,172
Average Principal Salary (Elementary)	\$103,216	\$136,564
Average Principal Salary (Middle)	\$124,593	\$141,339
Average Principal Salary (High)	\$128,480	\$153,241
Superintendent Salary	\$232,201	\$224,537
Percent of Budget for Teacher Salaries	25.04	28.69
Percent of Budget for Administrative Salaries	6.14	5.55

Professional Development

Professional Development at Lafayette Elementary School

Lafayette Elementary School is dedicated to fostering continuous growth among its educators, ensuring that teachers, administrators, and classified staff have access to the tools, resources, and training necessary to meet the diverse needs of students. Professional development at Lafayette is guided by a data-driven approach that incorporates a variety of sources, including CAASPP testing, district benchmarks, mCLASS data, SWIS (School-Wide Information System), and stakeholder surveys, including the California Healthy Kids Survey (CHKS). This systematic use of data ensures that professional learning is targeted and impactful, addressing the academic and social-emotional needs of all students.

Focus Areas: Common Core, Visible Learning, and Differentiation

Lafayette's professional development aligns with district priorities and is tailored to the school's unique needs. For the 2024–25 school year, training continues to emphasize the Common Core State Standards, with a focus on strategies to improve Teacher Clarity, Professional Learning Communities Plus (PLC+), and Feedback. The school collaborates with Corwin to expand PLC+ practices, fostering collaborative teaching and learning. Teachers are also supported in enhancing instructional strategies for early literacy through the recently adopted Amplify ELA curriculum, which has shown significant progress in foundational reading skills.

In alignment with The Portrait of a Graduate, Lafayette is beginning to explore competency-based approaches, emphasizing student-driven learning and skill mastery. This initiative, supported by district collaboration with Lindsey Unified School District, aims to re-envision the educational experience for all learners.

Collaboration and Teamwork

Lafayette Elementary fosters a collaborative culture through regular grade-level collaboration meetings, PLC+ sessions, and administratively led professional learning opportunities. These meetings occur bi-weekly and focus on a range of topics, including academic progress, social-emotional learning, and best practices in instruction. Collaborative efforts extend to district-level partnerships to ensure consistency in instruction and assessments across grade levels, promoting equity and alignment within the district.

Support for Educators at All Levels

New Teacher Support: Beginning teachers participate in the New Teacher Center Induction Program (NCTIP), which provides mentoring and structured guidance during their first years of teaching.
Instructional Coaching: Lafayette employs instructional coaches who offer tailored support to teachers, helping them refine their practices, implement differentiated instruction, and use data to inform decision-making.
Targeted Training: Teachers have access to specialized training in literacy, math differentiation, and technology integration, ensuring they can meet the needs of diverse learners effectively.

Professional Development

Classified Staff Development
Recognizing the importance of all team members, Lafayette includes classified staff in professional development opportunities. Tailored training sessions address their unique roles, from supporting classroom instruction to fostering positive student behavior. Through the CSEA contract, classified staff also participate in districtwide development opportunities, promoting a cohesive approach to school improvement.

Key Initiatives and Programs
Positive Behavior Interventions and Supports (PBIS): Lafayette emphasizes PBIS strategies to promote a safe and inclusive school environment. Staff receive ongoing training in restorative practices and trauma-informed care, which are integral to the school's discipline approach.
Paws and Reflect Room: This alternative to suspension provides students with a space to de-escalate, reflect on their actions, and develop restorative strategies to re-engage with their peers and learning.
Technology Integration: Teachers are trained to use district-adopted digital tools, such as IXL, Google Suite, and Amplify, to enhance student engagement and learning outcomes.
Professional Growth Opportunities: Staff are encouraged to participate in districtwide workshops, conferences, and specialized training sessions offered through the Humboldt County Office of Education.
Commitment to Continuous Improvement
Lafayette Elementary School's professional development program is a reflection of its dedication to academic excellence and social-emotional growth. By providing ongoing, high-quality training for all staff members, the school ensures a unified approach to teaching and learning. This commitment to continuous growth empowers staff to support student success and foster a vibrant, inclusive school community.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6