

School Accountability Report Card

School Year 2016-17

(Published during 2017-18)

Lafayette Elementary School

4545 ANZA ST, SAN FRANCISCO, CA 94121

Principal: Heath Caceres

Phone: 415-750-8483

Fax: 415-750-8472

SFUSD School ID # 664

Calif.School ID #: 6041305

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Vincent Matthews

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: www.sfusd.edu

SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For more information about the school, parents and community members should contact the school principal or district office.

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

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Lafayette School provides a comprehensive curriculum that stresses academic excellence for our diverse student population. We are a neighborhood school in the Outer Richmond serving the community since 1927. In addition to general education students, there are students representing many diverse language groups, gifted and talented education students and students with special needs. We are also one of the magnet schools for pre-k through fifth grade hearing impaired students. Our mission statement is that we will work to develop joyful learners by providing them with support, encouragement, challenges and inspire all students to become better individuals in life. We set high standards and will strive to help our students become responsible and respectful citizens. We invite and encourage families in our school community as partners. Parents and staff work together to ensure that Lafayette School is a happy, safe, enjoyable and inclusive learning environment for students to learn and grow successfully academically and developmentally. Your child will experience a friendly, full, positive and rich education at Lafayette Elementary School.

Student Enrollment By Grade Level (School Year 2016-17)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	88
1	87
2	90
3	88
4	97
5	98
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	548

Student Enrollment By Group (School Year 2016-17)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.4
American Indian or Alaska Native	0.5
Asian	37
Filipino	2.4
Hispanic or Latino	13.5
Pacific Islander	0.2
White (Not Hispanic)	31.4
Two or More Races	6.2
Socioeconomically Disadvantaged	34.9
English Learners	25.4
Students with Disabilities	14.2
Foster Youth	0.4

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	35	37	32	3357
Without Full Credential	0	1	1	284
Teaching Outside Subject Area of Competence	0	0	0	125

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 10, 2017 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2017-2018, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2017 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 22: Missing ceiling fixed tiles - Room 221: Missing ceiling fixed tiles - Room 23: Missing ceiling fixed tiles
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- Library/Media Center: Several lights not working.
Restrooms/Sinks/Fountains	X			- 2nd Floor Hall: Water fountains next to rooms 15 and 229 not working.
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			- 1st Floor Hall: Holding magnet (one side) exit door across from the Main Office not working. - 2nd Floor Hall: Holding magnet (one side) exit door in the middle stairwell not working

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary		X		
Inspection Date	FALL 2017			

Additional Comments: NOTE: Various lights out of order throughout the campus.

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Lafayette School is in relatively good condition for being built in 1927. Numerous improvements were made in response to the American Disabilities Act lawsuit. We received a new elevator and new entrance and exit ramp from the school yard for students and adults with disabilities and the new fire alarm system is operable, but still has some mechanism problems not related to safety completed during Phase 1. We have a beautiful brand new auditorium hardwood floor, remodeled boys' & girls' bathrooms, four remodeled adult bathrooms, four new ramps, sensor lights, acoustic paneling for hearing impaired classrooms, one new ADA door per classroom, library, computer lab, etc., for wheelchairs, lowered counters, ADA office desk counter and desk, water fountains, new entrance/exit doors, and new door hardware, which were completed during Phase 2 Summer 2009. Also during the summer of 2009, we are thankful to the Public Utilities Commission (PUC) & the Miller Landscaping Co. for our school garden and to Pacific, Gas & Electric (PGE) for our solar panel. During the last

election, we became one of the bond schools and will received major renovations which will include school greening of our school some minor leaks will be addressed at on the south end of the school The next bond measure will enable the district to continue to repair and modernize the learning environment for all remaining schools in SFUSD. The highest priorities for work at the school sites go to improving handicapped accessibility, fire/life safety improvements, the creation of a green schoolyard program and technology and wireless upgrades as a few examples.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	79	75	53	55	48	48
Mathematics (grades 3-8 and 11)	80	74	49	50	36	37

Note: 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.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	280	98.59	75.36
Male	143	140	97.9	73.57
Female	141	140	99.29	77.14
African American	--	--	--	--
American Indian/Alaskan	--	--	--	--
Asian	122	120	98.36	73.33
Filipino	--	--	--	--
Hispanic or Latino	33	33	100	66.67
Pacific Islander/Hawaiian	--	--	--	--
White	91	89	97.8	85.39
Two or More Races	13	13	100	61.54
Economically Disadvantaged	107	104	97.2	60.58
English Learners	98	98	100	65.31
Students with Disabilities	45	42	93.33	47.62
Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	280	98.59	73.93
Male	143	140	97.9	75
Female	141	140	99.29	72.86
African American	--	--	--	--
American Indian/Alaskan	--	--	--	--
Asian	122	120	98.36	77.5
Filipino	--	--	--	--
Hispanic or Latino	33	33	100	57.58
Pacific Islander/Hawaiian	--	--	--	--
White	91	89	97.8	76.4
Two or More Races	13	13	100	76.92
Economically Disadvantaged	107	104	97.2	60.58
English Learners	98	98	100	70.41
Students with Disabilities	45	42	93.33	50
Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Math 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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Science (Gr 5,8 and 10)	86	86	--	58	57	--	56	54	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA) in grades five, eight, and ten.

Scores are not shown 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.

The 2016-17 data are not available. CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	21	29	18
Grade 7			
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	<i>School</i>			<i>District</i>			<i>State</i>		
<i>Indicator</i>	<i>13-14</i>	<i>14-15</i>	<i>15-16</i>	<i>13-14</i>	<i>14-15</i>	<i>15-16</i>	<i>13-14</i>	<i>14-15</i>	<i>15-16</i>
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

State Priority: School Climate

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

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

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

Lafayette Elementary school has an excellent student response team, Lafayette Elementary Response Team (LERT). We have a huge disaster container that houses supplies such as cots, blankets, first aid equipment, food, water, a tent, etc. We aim to insure a safe, secure, clean & healthy learning environment for students and staff; to promote an environment with high academic & behavioral expectations for all students; to continue to develop our school crisis response team & practice emergency procedures; to continue to provide all-day curriculum days on earthquake, disaster, & health awareness; to enforce the District's standards on attendance, behavior, child abuse reporting, sexual harassment policy developing a safe school's climate & empowering students with skills to handle conflicts with assistance from our Conflict Manager's Program, TRIBES strategies, assistance in developing positive social interactions with peers and with cross-grade relationships and to build students' self esteem, self-awareness and self-confidence.

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Our Lafayette Elementary School Parents are welcomed and encouraged to become active partners. There are many opportunities for parents to participate. They are active participates in the School Site Council and English Language Advisory Councils. The Parent Teacher Association holds monthly meetings and provides additional support and funding for various academic programs, annual school activities, fundraisers and provides each teacher with funds for their classroom, science and fieldtrips. Parents share their expertise and talents and volunteer their services in the classrooms, on field trips, trained to help in the yard, in the library, "Art in Action" and with enrichment activities. A parent/s representative is available to respond to parent questions as part of the Principal lead school tours held on each Wednesday beginning in October.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Heath Caceres

415-750-8483

Section D (Other SARC Information) begins on next page.

Section D - Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2014-15			Avg Class Size	2015-16			Avg Class Size	2016-17		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3	2		21		4		18	2	3	
1	22		4		21	1	3		22		4	
2	22		4		18	1	4		22		4	
3	21		4		22		4		22		4	
4	31		3		32		3		32		3	
5	25	1	3		32		2	1	25	1	2	1
6												
Other					5	1						

Academic Counselors and Other Support Staff (School Year 2016-17)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	0.8	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist	4	----
Resource Specialist (non-teaching)	1	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,414	\$197	\$5,218	\$73,395
District	----	----	\$5,218	\$73,395
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$6,574	\$74,476
Percent Difference - School Site and State	----	----	-21%	-3%

Types of Services Funded (Fiscal Year 2016-17)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

There are numerous programs and personnel used to increase academic growth and development of our African American, Latino, English Learners and SPED students. Through the efforts of our staff and parents during our Community Meetings, we formulate our priority list for the school year based on our data to include all additional funds that we receive. Our hardworking parents support us with their time, gifts, talents and finances to sustain our initiatives. The PTA assist in funding academic materials to support student achievement, challenge students, purchase computer and electronic equipment and furniture, provide additional hours for art enrichment and perceptual motors program for kindergarten students, music extended to all graders, conferences and release time for teachers, field trips, assemblies and science enrichment just as examples.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at:

<http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$42,631	\$47,808
Mid-Range Teacher Salary	\$69,913	\$73,555
Highest Teacher Salary	\$87,660	\$95,850
Average Principal Salary (Elementary)	\$107,156	\$120,448
Average Principal Salary (Middle)	\$113,292	\$125,592
Average Principal Salary (High)	\$116,399	\$138,175
Superintendent Salary	\$310,000	\$264,457
Percent of Budget for Teacher Salaries	29	35
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2016-17)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.