

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mr. Heath Caceres

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lafayette Elementary School

(As it should appear in the official records)

School Mailing Address 4545 Anza Street

(If address is P.O. Box, also include street address.)

City San Francisco    State CA    Zip Code+4 (9 digits total) 94121-2621

County San Francisco County

Telephone (415) 750-8483    Fax (415) 750-8472

Web site/URL https://lafayette-sfusd-ca.schoolloop.com/    E-mail caceresw@sfusd.edu

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Richard Carranza    E-mail richardcarranza@sfusd.edu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Francisco Unified School District    Tel. (415) 241-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Matthew Haney

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 71 Elementary schools (includes K-8)
  - 14 Middle/Junior high schools
  - 15 High schools
  - 0 K-12 schools
- 100 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	5	5	5
<b>K</b>	37	48	85
<b>1</b>	53	33	86
<b>2</b>	39	49	88
<b>3</b>	45	43	88
<b>4</b>	49	49	98
<b>5</b>	60	40	100
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	288	267	555

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 35 % Asian
  - 3 % Black or African American
  - 13 % Hispanic or Latino
  - 3 % Native Hawaiian or Other Pacific Islander
  - 32 % White
  - 13 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2014	550
(5) Total transferred students in row (3) divided by total students in row (4)	0.056
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 22 %  
128 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Chinese (Cantonese), Chinese (Mandarin), Chinese (Putonghua), Hokkien (Taiwan), Spanish, Russian, Italian, Vietnamese, Arabic, Tagalog, Japanese, Portuguese, French, Khmer (Cambodian), Ukrainian, Belarusian, Korean, Hebrew, Hindi, Farsi, Punjabi, Other non-English languages

7. Students eligible for free/reduced-priced meals: 31 %  
Total number students who qualify: 176
8. Students receiving special education services: 16 %  
91 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 3 Autism
- 2 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 33 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 9 Other Health Impaired
- 21 Specific Learning Disability
- 62 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Lafayette is a professional learning community committed to developing respectful, responsible students with growth mindsets. Our diversity is valued and celebrated as our greatest strength.

**16. For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Lafayette Elementary School is a Deaf and Hard of Hearing (DHH) magnet school. DHH students come to Lafayette from all around San Francisco. We provide services for Pre-K DHH students and K-5 DHH students. Some students are in Special Day Classes and mainstream for part of the school day. Other DHH students are in general education classes for the majority of the day as part of our Inclusion Program. Space is saved in our general education classes to accommodate mainstream students. DHH students receive priority to attend Lafayette as part of the DHH continuum of services provided in the San Francisco Unified School District.

## PART III – SUMMARY

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Lafayette Elementary School traces its lineage back to the early days of San Francisco. Located today in the northwestern corner of San Francisco, Lafayette is a neighborhood school in the Outer Richmond serving the community since 1909. It was one of the original public schools, being the annex for primary classes of the famous old “Union Grammar School” which was established in 1854. In 1867 the annex became an independent school named “Lafayette Primary School” located on the corner of Filbert and Kearney Streets. The building was totally destroyed in the great fire of 1906. Many displaced families lived in tents in Golden Gate Park and a new site was selected at 37th Avenue at the present day Anza Library. In 1927 Lafayette moved to its current site on Anza Street.

In order to understand our Lafayette community, it is important to understand the programs and populations Lafayette School has served over time. Lafayette has been a K-3 primary school, a 4-6 intermediate school, and a pre-k through fifth grade elementary school. In the late 1970’s Lafayette converted from a 4-6 intermediate school to a K-5 elementary. At this time the other two elementary schools in the neighborhood also converted from K-3 primary schools to K-5 elementary schools. In the first years as a K-5 school almost no new students enrolled at Lafayette. Families chose to stay at the other neighborhood schools where their children had begun Kindergarten.

Initially low enrollment prompted Lafayette to develop a range of programs to attract families and enroll students from the neighborhood. Programs included a Cantonese Bilingual Education Program, a Gifted and Talented Education Program, and an inclusive Special Education Program. These programs have directly fostered the rich, compassionate, and diverse community that makes Lafayette a dynamic and unique place to teach and learn.

Today Lafayette Elementary School is an exceptionally diverse community. At last count there were 23 home languages spoken and representation from over 35 countries. 30% of the school population is socio-economically disadvantaged. These students are eligible for free and reduced lunch and have priority to enroll in the Richmond District After School Collaborative created to support and enrich the lives of disadvantaged families and youth. Lafayette serves a high number of English Language Learners. Current numbers indicate that EL students make up 22% of the school population.

Although Lafayette no longer has a Bilingual Education Program, Cantonese families still make up around 20% of our student population. Our school also serves a high number of gifted and talented education students and students with special needs and disabilities. 17% are currently receiving Special Education services. We are now a designated magnet school for pre-k through fifth grade hearing impaired students. Many of these Deaf and Hard of Hearing (DHH) students are in our inclusion program and are a part of the general education classes. Other DHH students are in classes with small class sizes, but regularly integrate into the general education classroom during the school day. Our students learn through direct engagement the importance of compassion and inclusive practices.

Over the years Lafayette Elementary has been awarded and honored for academic excellence and achievement. Our school is twice a recipient of the California Distinguished School Award. We have also received the Title I Academic Achievement Award and the STEM Special Designation Award for excellence in Math and Science.

Technology in education is one focus for our teachers and staff. Technological literacy will play an integral part in the lives and professions of our students. We are committed to reaching all learners by finding innovative ways to integrate technology into the curriculum as we prepare them for careers in the 21st century.

Parents and families are invited into our school community as partners. The Parent Teacher Association is extremely active and supportive. The PTA currently has the largest membership per student enrollment and the second largest membership overall in San Francisco. The PTA is increasingly involved in promoting

visual arts and performing arts to our school. This high level of engagement fosters a friendly, positive, and rich environment for students at Lafayette School.

Lafayette Elementary School provides a comprehensive curriculum that stresses academic excellence and social emotional development for our diverse student population. Teachers assess student-learning needs and then develop plans to move these students into proficiency with regards to English, language arts, and mathematics. Teachers create academic environments in which learning is student-centered, giving students maximum opportunities for academic conversations with their peers. Lessons have open-ended responses in order to differentiate learning and meet the students at their educational levels. The entire staff works closely together to differentiate instruction and build assessable scaffolds for our students. Student-centered learning structures and a focus on academic conversations provide students with support, encouragement, and challenges that inspire all to become better individuals in life.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Reading/English Language Arts - Lafayette uses the “Comprehensive Approach to Literacy” as a guide for implementing and embedding Common Core State Standards to offer rich and coherent literacy experiences. Teachers plan and practice the structures of reading and writing workshop model. This includes daily mini lessons, teacher created anchor charts, interactive read-alouds, guided reading, guided writing, strategy groups, book clubs, one on one reading/writing conferences, end of unit celebrations, in well organized/inviting classrooms that promote literature rich environments. LES teachers use the “Words Their Way” series (Bear/Invernizzi) which includes daily word sorts, differentiated spelling lists, and homework. Teachers collaborate regularly within and across grade levels to plan writing lessons in each of the main writing spirals (narrative, research/informational, opinion, expository, fiction).

Lafayette adopted these approaches because they are modeled on current effective literacy instruction and research showing how this model builds vocabulary, increases active reading-comprehension strategies, promotes strong writing skills, and motivates students to read and write. This provides opportunity for innovation in classroom experiences for students, and flexibility in instruction for teachers to be responsive to students’ needs.

Mathematics - The learning standards of San Francisco Unified School District Math are in line with the Common Core State Standards. SFUSD Math was specifically developed to meet these state adopted learning standards. This core curriculum is a problem-based and student centered curriculum. Problems are presented as open-ended questions that allow for a wide range of responses. Activities allow for natural differentiation highlighting different approaches to solve a problem.

SFUSD Math addresses the needs for our students to develop a deep and comprehensive understanding of math concepts. Students acquire foundational skills through teacher guided Math Talks that focus on academic discourse to revisit and expand understanding of concepts. Students also work on Math Tasks in group and work cooperatively to show understanding of concepts in multiple ways.

Lafayette Teachers supplement math instruction with Math Steps, My Math, and Performance Mathematics. Students regularly play math games developed by University of Chicago to practice skills. Lafayette uses technology programs such as Mathletics, Math Seeds and Study Island. These programs monitor progress and send weekly reports to teachers and families.

Science - All grade levels utilize the district adopted University of California, Berkeley Lawrence Hall of Science’s Full Option Science System, better known as FOSS. Fourth and fifth graders also utilize the State and District adopted Harcourt science series as a supplement. The FOSS curriculum is inquiry-based where the students learn science through hands-on exploration. For assessment purposes, the FOSS curriculum utilizes a number of formative and summative strategies to help monitor student progress. In addition to this curriculum, student-created science journals are used in all grades to question, reason and test hypothesis.

Our school also has a science-based Education Outside program held in our Lafayette garden. Our Education Outside instructor teaches weekly curriculum-aligned science lessons to grades K-5. Our classes experience outdoor education through programs such as the Nature Bridge and the Presidio Trust Kids of Trails. Our teachers are piloting a new curriculum for the district called Engineering is Elementary. Through these multiple opportunities, our students are able to build their foundational skills while enhancing the learning experience with applicable hands-on experiments.

Social Studies - Lafayette uses the Harcourt Reflections Social Studies series and the Oxford University Press A History of U.S. Social Studies series. Both of these curriculums are aligned with the California History-Social Science Standards. They offer authentic learning experiences, reflecting our diverse student population. Both of these series provide enriching and relevant content for our students while stressing the importance of respect and diversity. Students are explicitly taught and encouraged to engage in critical

thinking, express their comprehension or impressions through oral and written language. This supports our school-wide commitment to academic discourse. Both curriculums provide a variety of support and intervention strategies.

Our school is committed to project based learning opportunities. Students create models of missions, Jamestown and Native American settlements. 5th graders participate in a program, The Theater of All Possibilities, where they perform a living history production. Our teachers support the curriculum with field trips to enhance the student learning experience such as overnight trips aboard a historic ship, the Marin Headlands, our state's capital, the Mission Dolores and the Presidio.

Pre-Kindergarten - Lafayette has a Special Education Deaf and Hard of Hearing class for Pre-Kindergarten students. Our Pre-K curriculum is based upon the California Learning Preschool Foundations that are aligned with the CCSS. The Pre-K classroom focuses on pre-reading (letter knowledge, book handling, early literature skills), pre-math (one-to-one correspondence, patterning, shapes, sorting), and social emotional development (community building, restorative practices). Children practice daily routines and learn the culture of Lafayette. The foundational skills taught in Pre-K directly help our DHH students succeed as they move to Kindergarten and beyond. By third grade most inclusion DHH students are meeting or exceeding CCSS standards.

## 2. Other Curriculum Areas:

Visual and Performing Arts - Lafayette has a comprehensive visual and performing arts program. VAPA is essential to developing well-rounded, confident students that have an appreciation for the arts and the opportunity to perform. Lafayette's VAPA partners include The San Francisco Ballet (grade 3), The San Francisco Opera (grades 2-4), The San Francisco Girls Chorus (grade 2) and The San Francisco Symphony (grades 1-5). Partnerships provide instruction from 9 weeks to the entire school year. One highlight is the SF Opera Aria Program. Classrooms are assigned a composer from the SF Opera. Working with teaching artists, students compose music, write lyrics, design sets, make costumes, rehearse, and then perform their original aria in the spring.

The PTA supports Artists in Residence for drama, poetry, visual arts, martial arts, and dance. All grade levels participate. They also support Art in Action (grades K-3), a collaboration between teachers and parents to foster deeper art appreciation. Teachers employ Visual Thinking Strategies developed at Columbia University and the Museum of Modern Art to effectively develop critical thinking and communication skills for all students. Students receive instrumental music singing (grades K-2), musical instrument (grades 3-5) and chorus (grade 5).

Physical Education - Lafayette Elementary School recognizes Physical Education, health and nutrition as essential components in the wellness of the whole child. Lafayette's District-Adopted Curriculum, Quality Daily Physical Education, is based on California content standards. This curriculum helps students develop into physically-educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Lafayette employs a credentialed SFUSD PE Specialist that directly instructs students as well as provides professional development to support classroom teachers in best practices within physical education. Our PE program recognizes research based studies that demonstrate the positive benefits of PE for students including lower obesity rates, increase rates of cardiovascular fitness, better academic performance, less behavioral problems, and a better school climate. All K-5 students participate in grade appropriate PE lessons. Teachers provide at least 200 minutes of PE every 10 days. Lessons focus on foundation skills (locomotor), manipulative skills (throwing, catching, kicking), cooperative activities, social skills and health-related fitness components. The Lafayette PE program emphasizes activities/games that are non-elimination and that allow students to focus on their individual skills and develop their social-emotional skills.

Technology - All Lafayette students have weekly access to technology sessions, working on activities that help to support all curricular areas. 3rd-5th grade students use the Google Apps for Education suite of tools to collaborate and create presentations and projects. They also have access to online subscriptions for Mathletics, RazKids, Study Island and Newsela, all which provide engaging ways to learn core curriculum

concepts. The online programs offer another way to access curriculum for students who struggle with more conventional approaches to learning. These programs naturally differentiate as students work at their own pace and are motivated by the leveling-up features embedded within the program. K-2 students use Reading Eggs, Math Seeds, RazKids to support their learning. Second grade students also blog in KidBlog as an extension to the Reader's and Writer's Workshop model. Coding is introduced at all grade levels in a variety of platforms. Digital citizenship lessons from the Common Sense Media curriculum are taught throughout the grade levels to develop responsible behavior in regard to technology and social media.

Social Emotional Learning - The PAX Good Behavior Game is a highly evidenced-based program that focuses on developing a student's ability to self-regulate across contexts. PAX GBG has been clinically proven to reduce anxiety, delay the first onset of depression, and decrease substance abuse rates among adults who played the game as a child. It specifically develops a child's ability to focus attention, control impulses, set goals and self-evaluate, collaborate with peers, and increase self-confidence. PAX includes a game that is played three times a day, The Good Behavior Game, as well as evidence-based practices that set the tone for a peaceful, productive, and joyful classroom. PAX is skill building of the aforementioned areas integrated into the typical school day as facilitated by the teacher.

The use of PAX school-wide allows for students to easily understand the social culture of the school by developing a consistent, positive, predictable, and safe environment. Students are able to respond to different teachers with a common language, and even play PAX GBG in the cafeteria and during assemblies: typically over-stimulating environments for many children.

### 3. Instructional Methods and Interventions:

Lafayette Elementary School implements a wide variety of instructional approaches, methods and interventions to meet the need of all students. Utilization of these instructional methods is systematic, equitable, and needs-based. Lafayette teachers collaborate to review student work, analyze data, and generate instructional interventions to maximize high levels of student learning and achievement.

Our teachers create highly-engaging, student-centered activities and tasks that are differentiated to meet the individual learning needs of our diverse student population. Teachers become facilitators in instructional models that emphasize student talk, peer-to-peer interaction, and academic conversations. Lafayette employs teaching structures that place the student at the center of the learning. The Readers and Writers Workshop model begins with a short, focused and explicit lesson that contains a teaching point, a teacher model, and active engagement. This is followed by 45 minutes of student-centered activity as they read with a purpose, draft essays, edit work with peers, respond to student ideas, and celebrate final products. SFUSD Math begins with an interactive and open-ended Math Talk that focuses on process rather than correct answer. This is followed by problem-based learning tasks in which students work cooperatively to solve problems in different ways.

Lafayette uses Response to Intervention, a tiered intervention approach, to meet academic and social-emotional needs of our students. Sometimes academic and behavioral needs are more intensive than the universal Tier 1 and moderate Tier 2 supports within RTI. In these cases Student Action Plans, Student Study Team meetings, and Individualized Education Plans are considered and implemented to best meet the need of individual students.

Upper elementary students provide cross age tutoring and mentoring through our "classroom buddies" program. This offers opportunities for students from different grade levels to interact academically and socially. Teachers find that this particular program, along with the use of Specially Designed Academic Instruction in English, Cross-cultural Language and Academic Development, and Total Physical Response, is particularly beneficial for our English Language Learners.

Every classroom is equipped with Interactive Boards. This creates an environment where students can be fully engaged with multi-sensory and hands-on learning. All students at Lafayette have Google Drive accounts. Students have access to mobile computer labs. Sets of tablets are used in the K-1 classrooms. Technology enables students with different learning styles to learn from one another and build a deeper

understanding of curricular content. Students use technology to access curriculum, create projects, share work, and deliver presentations.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Lafayette teachers use a variety of assessment data to maintain and improve student and school performance. K-2 students are tested three times a year in the Fountas & Pinnell reading program. Grades 3-5 are assessed twice a year in the Scholastic Reading Inventory, an online assessment that determines reading level. Third grade students take the Integrate Writing Assessment to assess essay writing proficiency. Students in grades 3-5 take Interim Assessment Block tests in the fall and winter, and the Smarter Balanced Assessment each spring. Lafayette students have online subscriptions to Study Island, Raz-Kids, Mathletics and Math Seeds. Teachers receive individual student progress, class trend data, and subgroup breakdowns each week. Administration and grade level teams use this data to immediately inform planning and instruction. Teachers relay academic progress information to parents at parent-teacher conferences. Parents can also view academic progress online or opt to receive weekly emailed progress reports in core subject areas.

In order to address achievement gaps within subgroups, grade level teams utilize planning time each quarter to look at test results, analyze data, and develop a plan to address student-learning needs. Additionally, grade level teams look at student writing samples and performance tasks. After determining best educational practices, teachers shift their instructional focus to improve student critical thinking skills and overall achievement. It takes time, effort, and relational trust to collectively assess student performance, examine data, determine areas of concern, and then address these gaps in student performance. Our teachers understand that this collaboration is essential to improving teacher practice and driving student achievement.

Our School Site Council and our Instructional Leadership Team review interim and final assessment results, look for trends within subgroups, develop strategies for success, and create specific action plans to address deficits. Lafayette has an extremely competent and dedicated group of teachers, parents, and community members that makeup our SSC. The SSC develops a Balanced Score Card that identifies school wide trends and determines areas for improvement in the school and among subgroups. The Lafayette SSC regularly convenes to discuss and formulate a plan to address issues around family engagement, curriculum shifts, teacher professional development, and student achievement. Teachers on the SSC work with the ILT to create strategic action plans and adopt teaching structures to address deficits. These deficit areas and identified subgroups are the focus as grade level teams look at data. Adopted teaching structures become seeds for ongoing professional development.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

At Lafayette classroom work and activities are filled with engaging instruction so that students are naturally drawn into the learning. Filling the hallway walls and within the classrooms, student work is displayed for students, teachers and families to read and appreciate. Seeing best work openly displayed is a natural motivator for our students. Each week at Friday announcements, Lafayette Dolphin Splash Awards are announced. Students come up from line to receive their certificate. Students take a group picture with our mascot Splash. This picture is posted on our Lafayette School website. Once a month each teacher nominates one or two students for the Lafayette Core Value Award. Core Value Awards are presented in class by the principal and the teacher celebrates each recipient. Teachers have designated Students of the Week that are honored in the classroom. The responsibility of being SOTW fosters leadership and presentation skills essential for future success.

We also provide a positive environment that supports student academic, social and emotional growth. Lafayette has adopted Kimochis (K-3) and Tribes (4-5) as our Social-Emotional Learning curriculum guides. Students play the PAX Good Behavior Game multiple times throughout the school day. During the game students practice deferred gratification. Students write tootles (opposite of tattles) to each other as part of the PAX game. These simple tootles celebrate a positive about another person in class and are then displayed on a tootle board within the classroom. Additionally, our school uses Behavioral and Academic Response to Intervention (RTI) that implements first, second and third tier supports for behavioral and academic challenges. Tier one supports are universal supports for all students. Tier two supports are more intensive and address the needs of 5-10 % of our students. Tier three supports are most intensive and address the needs of 1-2% of our students.

Our teachers and staff feel valued and supported at school. Lafayette practices shared leadership where all team members have a leadership role and responsibilities. We implement a collaborative decision making process for all school-wide decisions and initiatives. Our social committee organizes social events as well as provides cards, gifts, and emotional support during big life events. Teachers are well supported by the PTA with generous classroom funds, and our administration dedicates money annually for classroom libraries. Grade levels participate in regular collaboration days, teacher rounds, and school-wide professional development. All beginning Lafayette teachers receive ongoing teacher support from an on site mentor teacher.

### 2. Engaging Families and Community:

Lafayette is a community school. Students that have a strong connection with their school perform better academically and feel more confident when taking on new challenges. Teachers, families, and community members collaborate in planning school, after school, and evening events to engage our community and strengthen relationships. These events celebrate student collaboration, student achievement, cultural diversity, and community.

The home school connection is essential for family engagement. The office sends home paper and electronic Wednesday Envelopes which include calendars, The Lafayette Weekly Bulletin, and reminders for upcoming school events. In order to reach more families, information is translated into Chinese, Russian and Spanish. Classroom teachers send home a monthly newsletter to highlight upcoming class events and overview upcoming units of study. Teachers use google classroom to relay information in a timely manner. In addition to parent-teacher conferences and Back-To School Night, parents are invited to attend and participate in Math Night, Passport Around the World Day, Poetry Night, The Lion Dance, Winter Song Festival and Science Week.

The Lafayette PTA plays a vital role in engaging our families and strengthening community ties. Annual events such as Autumn Carnival, Multicultural Week and Field Day encourage all families to come with their children to celebrate our Lafayette community. Other evening events such as the Annual Silent

Auction and the Lafayette Spring Gala offer opportunities for parents to meet and get to know each other during a night of fun-filled activities. The PTA also organizes family nights at local restaurants, fundraises money for non-profit organizations such as the American Heart Association, and helps make Lafayette the top food donor among all schools to the San Francisco Food Bank. These activities teach our students important lessons about being a part of a greater community and the importance of giving back. They are the building blocks that help students develop intrinsic value for their education. This is essential for future academic success.

Lafayette has a variety of partnerships with community institutions that help promote continuous improvement and lifelong learning. Our administration actively works with University of San Francisco and San Francisco State University to place student teachers with master teachers in order to develop excellent young teachers. We presently have eight student teachers in our community. Lafayette also has Experience Corps senior citizens from the Richmond District that volunteer in the classroom for up to 15 hours a week. We presently have 10 Experience Corp volunteers.

### 3. Professional Development:

Lafayette teachers are dedicated to establishing professional goals and engaging in continuous and purposeful professional development. Each year teachers establish personal learning goals and then seek out opportunities for professional growth. Our Instructional Leadership Team creates a Master Professional Development Plan to focus our collective learning. We designate one staff meeting per month to focused professional development around this PD plan. These professional development meetings are led by our ILT and supported by SFUSD trainers within specific subject areas.

SFUSD supports Lafayette by providing an additional 18 extended service hours for professional development and collaboration. At Lafayette each PD meeting is extended by one paid service hour. Teachers have the opportunity to work with colleagues to implement the ideas and practices introduced in the professional developments. Teachers look at student data, identify trends, and develop plans to address areas of need among individual students, within subgroups, and throughout grade levels.

Outside of Lafayette professional development meetings, our teachers have ample opportunity to collaborate with colleagues and the broader professional community to support teacher and student learning. Teachers meet once a week with their grade level teams to look at student work, analyze student data, develop units of study, and improve teacher practice. Teachers also have release time once a month for one hour during the school day for further collaboration.

This year grade levels have begun teacher rounds and grade level collaboration days. Teacher rounds provide opportunities for teachers to watch each other teach. Afterwards there is opportunity for reflection and discussion around next steps to improve teacher practice. During collaboration release days teachers create units of study for language arts and mathematics. Teachers then plan ways to further implement the shifts in teacher practice that are the focus of our professional development.

Lafayette is involved in various other professional development pathways. We have two Professional Learning Communities led by master teachers on site. The PLCs engage in lesson study around a selected teacher practice. Presently these PLCs work in collaboration with Stanford University and the LIGHT Awards to shift teacher practice. In the summer, administration sends teachers to Teacher College at Columbia University for training in Readers and Writers Workshop. Administration also sends teachers to the Google Apps for Education California Summit in Palo Alto for training to integrate Google tools into the classroom. This year our teachers led professional development classes at the Good Teaching Conference in Los Angeles.

### 4. School Leadership:

School leadership is essential for continual school improvement and sustained success. Students, teachers, and families look to the principal to set the tone of the school by providing guidance and support around teaching and learning. Lafayette School leaders are student-centered, community oriented, and driven by

the school vision. Lafayette leadership ensures that policy, programs, relationships, and resources focus on student achievement through implementing effective school structures, committing to building and sustaining a strong community, and distributing school leadership among all stakeholders.

Implementing effective school structures lays the foundation for meaningful professional development, effective collaboration, and active teacher participation that drive policy and programs. Lafayette has a highly functioning School Site Council and English Language Advisory Committee that bring teachers, administrators, and community members together to develop the Lafayette School vision and then generate action plans to meet the academic and social needs of our students. The creation of leadership teams and structured planning time have led directly to more focused PD, increased opportunity for teacher collaboration, and implementation of teacher rounds where teachers regularly watch other teachers in the classroom to improve teacher practice.

Building and sustaining a strong Lafayette community is vital for student well being and ultimately student achievement. The principal is the first leader with respect to school community. The Lafayette principal collaborates highly with the PTA to schedule and plan daytime and evening events for community members and families. These events can highlight academics, celebrate our diverse cultural heritage, or simply provide social opportunities for our community to become acquainted and build relationships. The principal holds monthly coffee and tea events for parents to learn about school programs and have conversations with administration about school initiatives and upcoming events. In order to know the Lafayette community better, our technology team develops and distributes school wide surveys to find best ways to engage our diverse community.

Administration distributes leadership by creating lead teams, supporting our master teachers in PLCs, and intentionally recruiting and hiring educational leaders that will support Lafayette initiatives to raise student achievement. We have three leadership teams at our school: Instructional Leadership Team, the Operations Team, and the Grade Level Lead Team. These teams plan and deliver professional development, address daily operations on site, and facilitate collaboration and planning within grade levels. Administration has been integral in creating and supporting multiple Professional Learning Communities at Lafayette to increase teacher capacity to reach all learners.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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Our Lafayette staff noticed a need for more academic conversations in our classrooms to support the new Common Core, New Generation Science, and ELD standards. In years past classroom conversation was dominated by the teacher and a few students, or it did not advance beyond short responses to the teacher's questions. To address these challenges, our staff contacted a group of Stanford researchers at the launch of the Instructional Leadership Corps (ILC). One teacher was selected to be part of the ILC and approached Academic Conversations author Jeff Zwiers about a collaborative effort to support this valuable educational shift in instruction.

We identified five core communication skills to help students hold productive academic conversations across content areas. These skills included: elaborating and clarifying, supporting ideas with evidence, building on and/or challenging ideas, paraphrasing, and synthesizing. Our staff received extensive professional development to support this shift. We chose four teachers from various grade levels to participate in a professional learning community (PLC) addressing this goal specifically. Through their work, the PLC saw significant growth in academic vocabulary, grammatical progress, and writing skills. Students made connections with their own lives showing deeper thinking, staying focused, adding value to partner's comments, offering opinions, paraphrasing accurately, and practicing proactive communication skills. As a result of the implementation of this instructional shift, Lafayette students showed an increase of 54% in identified use of academic discourse. This shift supports our diverse student population's social and emotional growth through developing mutual respect, making connections with their own lives, while exhibiting deeper critical thinking at younger ages.

Lafayette staff now provides professional development around the benefits of academic conversations to improve writing, critical thinking, and academic success. Lafayette teachers train teachers in San Francisco Unified School District and around the state. The training focuses on creating structures in class that allow for maximum opportunities for rich academic conversation across all curriculum areas throughout the school day. Using turn and talk, think- pair-share, three way interviews, and roundtable activities, teachers move into the role of facilitator as students spend more time engaged in conversations, interacting with peers, and asking questions to clarify ideas and deepen student reasoning. Over the last few years SFUSD has adopted the common core and during this time teaching practices have shifted. Lafayette has shared their findings with other San Francisco schools and District to promote interactive structure and strategies that foster deeper critical thinking within all content areas.