

Loleta Union Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Loleta Union Elementary
Street	700 Loleta Dr.
City, State, Zip	Loleta, CA 95551-0547
Phone Number	707.733-5705
Principal	Autumn Chapman
Email Address	achapman@loleta.org
Website	http://www.loletaschool.com/
County-District-School (CDS) Code	12629270000000

Entity	Contact Information
District Name	Loleta Union Elementary School District
Phone Number	707.733.5705
Superintendent	Autumn Chapman
Email Address	achapman@loleta.org
Website	loletaschool.org

School Description and Mission Statement (School Year 2019-20)

Loleta Elementary School serves a small rural community about eight miles south of Eureka, California. Loleta is a diverse community, consisting of the town of Loleta, the Table Bluff Reservation, the Bear River Rohnerville Rancheria, and a large agricultural area full of working dairies. The school has always enjoyed a positive reputation for working to better itself and provide a quality education for its diverse students. It is also known for its respect for cultural diversity, and an experienced/supportive staff. We have developed a community where we all belong. Loleta has a large art program along with music. We have three major community performances a year along with community dinners in partnership with St Joseph's monthly. The school participates in four sports a year: volleyball, girls and boys basketball, Track and Field and next year we will be introducing soccer! We are gradually incorporating STEAM (science, technology, engineering, arts and math) activities in all grade levels. The Vision of the Loleta Union School District is to provide a safe environment that educates all students for future success. We want our children to get the support they need to succeed and tap the potential each has inside.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	8	8	8
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading, McDougall Littell Literature, Houghton Mifflin The Nation's Choice 2003, McDougall Littell Literature	No	0.0%
Mathematics	Grades T K-5 "Go Math" by Houghton Mifflin Harcourt, purchased in 2015 Grades 6-8 California Big Ideas also by Houghton Mifflin Harcourt, purchased in 2015 supplement the above programs with a web based program called Accelerated Math	Yes	0.0%
Science	Harcourt Brace Science 2000, Prentice Hall General Science, Houghton Mifflin CA Science, CPO Science (6-8), EEI	No	0.0%
History-Social Science	McMillan McGraw California Vistas, Holt, EEI	No	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's facilities are in good/fair repair. In 2017-18, we have implemented our proposition 38 upgrades including new lighting inside and out, a new refrigerator and two new furnaces. The district employs 2 full time maintenance men who perform custodian duties and drive the bus. In the summer of 2019, we made extensive repairs to a number of walls on the property. We do need to address our roofs which are on our maintenance to do list for the coming year.

In 2016-17, the district made a move to separate the middle school from the rest of the school in an effort to better prepare middle school students for high school. The middle school has its own courtyard, makers space and better access to the computer lab/specialized middle school library. The elementary has its own library in the main building run by volunteers from the Kiwanis Club! We also have music once a week and art daily. The school created and has established a "Sensory room" to help educate students about the mind-body connection and to give them the ability to use up some restless energy to allow them to access their studies better! We also have created a Zen Den. This is a special place for students to go if they need to self-regulate or need a quiet break from the classroom. Run by a veteran behavior teacher, the Zen Den has provided assistance to an average of 17 students a day. The students get a fifteen minute break in there on average and head back to the classroom.

Currently our art rotations have begun painting murals throughout the school. The work is guided by our resident artist and all students work is welcome!

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	We anticipate the need to create a more permanent fix for our roofs. Currently we have patched areas so there is no leakage but this is a temporary step.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, 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. 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); and
- 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Loleta School has a tight knit community. Parents are encouraged to volunteer in their child's classroom and take part in the many award assemblies (monthly), field trips and other activities offered for their children. Some opportunities for parent involvement are California Indian Day, Trunk-or-Treat, Field Day, sports games, student performances and fundraising events. We also have a monthly theme for the school and create a community dinner around that theme!

Parents are included in the decision making process at school through advisory committee meetings such as the Local Control Accountability Plan (LCAP) meetings, monthly School Culture and Climate meeting (Stakeholders) and board meetings.

The District hosts an interactive website and also an active Facebook Page.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	28.9	28.2	23.7	9.3	28.2	23.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Loleta Elementary School provides a safe, clean environment for our students. Loleta Elementary School has policies and plans in place to assure the safety of our students. Our comprehensive School Safety Plan covers the details of the emergency responses. In this changing world, our safety plan is evolving with it and we would appreciate parent input into this. Evacuation drills, lockdown, fire-drills, earthquake drills, walkie-talkie checks are performed regularly. We take every precaution to ensure effective communication. This is helped by our new All-Call system implemented in 2018-2019. All classrooms have telephones, a walkie talkie and access to the Internet. Our office maintains a weather radio alert to cover all emergency situations. We are also the location of a CERT (community emergency response trailer). This is a gathering place in case of emergencies that are far reaching.

Visitors are required to register in the office as they enter the school. Student comfort and safety is the highest priority. The School Safety Plan is reviewed annually. Parents may access the School Safety Plan by contacting the school office at (707) 733-5705. All employees and volunteers are required to be fingerprinted.

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15797.0	\$4268.0	6,355.09	44,176
District	N/A	N/A	\$11529.0	44,176
Percent Difference - School Site and District	N/A	N/A	-57.9	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-16.6	-38.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Loleta Elementary School provides supplemental services through the following programs: Title I, CELDT Program, English Learners, Enhancing Education Through Technology, Limited English Proficient Program, Reading Specialist Program, Speech and Language Program, Resource Specialist Program and K-3 Class Size Reduction and a K-5 Behavior Learning Classroom. Gardening exploration program, Art in the Classroom, Salmon Science.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	22%	31%
Percent of Budget for Administrative Salaries	6%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	5

All teachers at Loleta Elementary School are currently assigned to teach within their credentialed subject areas. California law permits elementary grade teachers to instruct in all subjects. However, in order to provide our students with quality instruction in all areas of the curriculum, and to develop awareness of Best Practices with our current multiculturally diverse students our teaching staff is encouraged to actively participate in professional development classes. The teaching staff at Loleta Elementary School is experienced in and dedicated to their profession. Loleta Union Elementary School District, being a single school district, has only one teacher per 2 grade levels. The professional development program is designed for the classroom teacher to interact with other teachers in their grade level through workshops and/or conferences. Teachers collaborate with their colleagues once per month in on-site trainings. Teachers have access to high quality professional development through the Humboldt County Office of Education and have attended numerous workshops. Currently the school staff is participating in Love and Logic Trainings delivered on site. We are continuously reviewing MTSS and trauma informed care videos on a personal basis. Our school Climate director arranges training in new strategies and trainings to assist our students in accessing the curriculum by learning self-regulation and mindfulness. This year we wrote a grant and participated in HCOE's Equity Conference by providing the key-note speakers about how best to address the needs of our Native American Youth. The next grant will be focused on suicide prevention as directed by our Parent advisory group- the Stakeholders Committee. We also are working with HCOE in determining the causes of Chronic absenteeism for our district to figure out more ways to support our youth. Loleta can give each child personal attention because it is small.