

Leggett Valley Elementary School

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	Leggett Valley Elementary School
Street	One School Way
City, State, Zip	Leggett, CA 95585
Phone Number	707-925-6285
Principal	Anthony Loumena
Email Address	anthony@leggett.k12.ca.us
Website	www.leggett.k12.ca.us
County-District-School (CDS) Code	23752186025118

Entity	Contact Information
District Name	Leggett Valley Unified School District
Phone Number	707-925-6285
Superintendent	Anthony Loumena
Email Address	anthony@leggett.k12.ca.us
Website	www.leggett.k12.ca.us

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

Leggett Valley Elementary School is a small, rural school nestled in the beautiful coastal hills of Northern California. Our school benefits from small classes and a strong sense of community. Our students often stay at Leggett for the majority of their school age years. They go to school with friends and neighbors as well as brothers, sisters, cousins and other relatives. Our school is truly an extended family.

Leggett Valley Elementary School strives to provide the best education experience for each child while working with students individually to meet their academic needs. With our average classroom size at 12 students these words are not just statements they are reality.

Leggett Valley elementary students get individualized instruction and attention!

The mission of LVUSD is to provide academic excellence in a safe, responsible, and respectful environment. Our commitment is to ignite motivation, creativity, self-discipline, and a love of learning by providing students with the necessary tools which will enable them to become adults who contribute responsibly in the global community.

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

Grade Level	Number of Students
Kindergarten	7
Grade 1	4
Grade 2	7
Grade 3	4
Grade 4	6
Grade 5	9
Grade 6	6
Grade 7	15
Grade 8	8
Total Enrollment	66

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	7.6
Filipino	1.5
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	1.5
White	74.2
Two or More Races	4.5
Socioeconomically Disadvantaged	63.6
English Learners	4.5
Students with Disabilities	3
Homeless	6.1

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	6	6	6	13
Without Full Credential	0	0	0	1
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	1
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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 National Geographic- Reach 7-8 English Language Arts McDougal Littell	Yes	0
Mathematics	K-6 Everyday Math McGraw Hill 6-8 Go Math Houghton Mifflin	Yes	0
Science	K-8 California Science Mac-Millan-McGraw Hill 7 Life Science Holt 8 Physical Science Holt	Yes	0
History-Social Science	K-6 History- Studies Weekly 7 Medieval & Early Modern Times Prentice Hall 8 History- American Stories- Beginnings to World War One Cengage	Yes	0
Health	Health Smart- Middle School ETR	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

Our small school consists of a separate classroom area for grades K-6. The Junior High (7th and 8th) is housed in the high school building. Our kindergarten is a stand alone program. We have combination classes at the 1-2 grade levels, 3-4 grade levels, and 5-6 grade levels. Each combination classroom averages 12 students. We also have a classroom for our resource program and a multipurpose room which is used for music, assemblies and after-school activities. Our campus is shared by Leggett Valley High School with a common cafeteria and gym.

The District Facilities Committee meets annually to review our five year maintenance plan and to discuss issues that need to be examined and prioritized with our facilities. Our campus was recently renovated and is in good condition.

In the summer of 2017 we added solar panels to our campus to make it more energy efficient. We also changed all lighting to LED. Our water system project was completed in 2018 and we now have drinking water available throughout the campus.

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: September 2019

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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

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
English Language Arts/Literacy (grades 3-8 and 11)	33	33	42	45	50	50
Mathematics (grades 3-8 and 11)	31	17	36	23	38	39

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	48	100.00	0.00	33.33
Male	26	26	100.00	0.00	23.08
Female	22	22	100.00	0.00	45.45
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	37.84
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	35	35	100.00	0.00	31.43
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	48	100.00	0.00	16.67
Male	26	26	100.00	0.00	23.08
Female	22	22	100.00	0.00	9.09
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	18.92
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	14.29
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	16.7		41.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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)

The opportunities for parent involvement within the school are many and varied. The following represent opportunities for our parents to become involved with the district and in the schools. Each year we send out a survey asking parents to help with events at school. Parents are encouraged to bring their talents to the students at Leggett Valley Elementary School.

1. Classroom Volunteer: Volunteer help is always encouraged and welcome in the schools. Parent volunteers often seem to drop as children advance through the grades, although the need for volunteers continues for all grades. Interested parent and community members can contact Anthony Loumena, Principal, at 925-6285 for further information.

2. School Site Council: The School Site Council serves as a primary vehicle for parent/community/staff dialogue. Their responsibilities are defined by state mandates. This advisory council ensures that the school's School Plan for Student Achievement is being implemented and assesses periodically the effectiveness of each program. The Site Council meets quarterly during the school year. Interested residents should contact the school principal, Anthony Loumena at 925-6285.

3. Leggett Valley Unified School District Board Meetings: School Board meetings are always open to the public with agendas posted 72 hours in advance for regular Board meetings. Meetings are generally held on the second Wednesday of each month. Meetings alternate monthly between Whale Gulch and Leggett Valley schools. Public input and attendance are encouraged. Contact the district office at 925-6285 for more information.

4. District Advisory Committee: This committee is comprised of representatives from throughout the school district . The main purpose of the committee is to advise the school board on the Local Control Accountability Plan. Meetings are held in February, March, April and May.

5. Wellness Committee: Meets annually to develop and promote district-wide health, nutrition and physical education activities.

6. Activity Nights/Field Trips: Each year there are numerous outreach activities held for students and their parents; these include our Talent Show, Winter Program and Spring Fling . These events are enjoyed by all who attend. We also have numerous field trips that parents may help chaperone.

7. Shared talents-Each year parents come into classrooms and teach a small unit on something they are passionate about. This year we have a parent teaching ceramics and two high school students teaching dance.

8. Booster Club-Leggett Valley currently has an active booster club. The Booster Club helps fund our sports programs and also gives generously to support field trips and classroom requests.

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	3.2	2.9	2.6	5.3	2.2	1.4	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)

Leggett Valley Elementary School Safety Plan is a living document that strives to identify areas of improvement for school climate and school safety. Emergency Response Teams and resources have been identified. Annual safety meetings are held at both Leggett and Whale Gulch schools. The safety plan includes emergency preparation and procedures. The Safe School's plan is reviewed and presented to the school board annually. School food program focuses on scratch cooking which includes vegetables that come from our school garden which is maintained by the school chef and elementary school students. All students participate in a physical education program that either meets or exceeds the required minutes of instruction. The Healthy Kids Surveys are administered bi annually and the results used to determine focus areas for health education and school safety.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	5	1			5	1			7	1		
2	15	1			12	1			11	1		
4	9	1			15	1			10	1		
6	18	1			16	1			15	1		
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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.

Student Support Services Staff (School Year 2018-19)

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

*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	\$15,856.85	\$3,850.44	\$13,338.04	\$51,449.00
District	N/A	N/A	\$16,824.52	\$51,449.00
Percent Difference - School Site and District	N/A	N/A	-23.1	0.0
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	56.0	-22.9

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)

The Leggett Valley Unified School District provides general education services and special education services to children in grades K-12 in the greater Leggett community. Library services, counseling, psychological services, child welfare and attendance services, services for English Language Learners, and remedial academic services are provided. Academic support and enrichment is provided through para professional support throughout the school day. Our Special Education teacher also supports intervention with all students identified as needing help in their academics. All 1-6 elementary classrooms have instructional aides in each classroom to support the students and teachers.

Restricted Categorical Funds (2018-2019)

The district receives State and Federal categorical funding that is legally restricted to the intended programs and purposes. The primary purpose of these funds is to provide supplemental support programs to assist all students to meet State and local performance standards and growth targets.

The School Site Council oversees many of the categorical funds and recommends their use to the School Board. The administrative team works collaboratively to maximize the impact the funds have on the educational programs that support student achievement.

Types of Services Funded: The Leggett Valley Unified School District is committed to providing an excellent, comprehensive education that meets the needs of our students. Because of that commitment, both District general funds and State and Federal categorical funds are used for the following supplemental services:

School Psychologist, Special Education Teachers, Speech Therapist, Special Education Assistants, Classroom Instructional Assistants, Yard Duty Supervisors.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,658	\$43,574
Mid-Range Teacher Salary	\$53,747	\$63,243
Highest Teacher Salary	\$71,326	\$86,896
Average Principal Salary (Elementary)	\$0	\$103,506

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$104,837	\$108,954
Superintendent Salary	\$0	\$136,125
Percent of Budget for Teacher Salaries	27%	30%
Percent of Budget for Administrative Salaries	6%	6%

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	11	11	11

The Principal is the instructional leader at Leggett Valley Elementary School. The district 's academic curriculum is aligned with the Common Core State Standards. Various state publications emphasizing research-based strategies are used as guidelines for creating curriculum that will help our students be prepared for the future. The Director of Curriculum and Instruction, from the Mendocino County Office of Education, supports staff with creating and implementing curriculum on an as needed basis. The staff regularly collaborates during the monthly on campus non-student work days discussing student progress, assessment, curriculum implementation and extra curricular programs. English Language Arts and Math intervention programs are being developed and are in the process of being fully implemented. Because of our small class sizes students are truly given an individualized academic program. Technology and small group cooperative group learning is emerging as we redefine who we are as a school.

Leggett Valley Elementary School professional development focuses on instructional strategies and best practices that will help our students be successful academically. It is also spent updating technology skills and practices that will give our students the tools they need to compete academically with their peers from other areas. The district supports early release days on the first and third Friday's of each month during the school year. These days allow the staff to meet as teams to work on best practices , plan curriculum, discuss student achievement, revise assessments, discuss school safety and work on other necessary and essential components of the school program. The district staff development program continues to encourage teachers to participate in various professional development opportunities. Some of these may include:

1. Participation in professional development during the three paid teacher in-service training days.
2. Participation in non-student Monday staff development. This includes discussions of student progress and developing strategies through staff collaboration.
3. Participation in professional growth conferences with expenses and substitute costs covered by various categorical funds including Title 1 funds, Title II funds, LCFF and Special Education.
4. Participation in academic and instructional strategies through county training.
5. Examples of professional development scheduled this year include Google Summit, Restorative Justice training, Pro-Act (behavior management training), NGSS and Math collaboration through the county office.