

School Accountability Report Card Reported Using Data from the 2010-11 School Year Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.

For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dQ.cde.ca.gov/dataQuestV> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

School		District	
SchoolName	Loleta Elementary School	District Name	Loleta Union Elementary School District
Street	700 Loleta Drive	Phone Number	707-733-5705
City, State, Zip	Loleta, CA 95551	Web Site	www.humboldt.k12.ca.us/loleta_sd
Phone Number	707-733-5705	Superintendent	Sally Hadden
Principal	Sally Hadden	E-mail Address	shadden@humboldt.k12.ca.us
E-mail Address	shadden@humboldt.k12.ca.us	CDS Code	12- 62927-6008023

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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 Rhonverville Rancheria, and a large agricultural area. The school has always enjoyed a positive reputation for its quality education, its respect for cultural diversity, and an experienced teaching staff.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining

to organized opportunities for parent involvement.

Loleta Elementary School enjoys support from the community and parents. Parents are encouraged to volunteer in their child's classroom, to actively participate in the PTO, attend community functions, and be a part of , student awards programs, field trips, and other activities.

For more information on how to become involved, please call Sally Hadden, SuperintendentV Principal at (707) 733-5705 (707) 733-5705

Grade Level	Number of Students
Kindergarten	14
Grade 1	14
Grade 2	16
Grade 3	13
Grade 4	7
Grade 5	6
Grade 6	13
Grade 7	9
Grade 8	6
TotalEnrollment	98

Group	Percent of TotalEnrollment	Group	Percent of TotalEnrollment
Black or African American	0	White	26.5
American Indian or Alaska Native	34.7	Two or More Races	4.1
Asian	0	Socioeconomically Disadvantaged	91.8
Filipino	0	English Learners	25.5
Hispanic or Latino	33.7	Students with Disabilities	10.2
Native Hawaiian/Pacific Islander	0		

Grade Level	2008-09			Avg. Class Size	2009-10			Avg. Class Size	2010-11		
	Number of Classrooms				Number of Classrooms				Number of Classrooms		
	1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				12	1	0	0	15	1	0	0
1				13	1	0	0	14	1	0	0
2				12	1	0	0	16	1	0	0
3				8	1	0	0	13	1	0	0
4				12	1	0	0	7	1	0	0
5				12	1	0	0	6	1	0	0
6				13	1	0	0	13	1	0	0
Other				0	0	0	0				

Number of classes indicates how many classes fall into each size category {a range of total students per class}.

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Number of classes indicates how many classrooms fall into each size category {a range of total students per classroom}. At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 all emergency responses. Evacuation drills are performed each month. We take every precaution to ensure effective communication. All classrooms have telephones and access to the Internet. Our office maintains a weather radio alert to cover all emergency situations. A new tool, Alert Now, has the ability to call parents in case of an emergency or school closure.

Visitors are required to register in the school. Student comfort and safety is a very high priority. The School Safety Plan is reviewed annually. Parents may access the School Safety Plan by contacting the school office at (707) 733-5705.

School staff undertakes monthly safety activities. Fire and emergency drills are conducted monthly. All visitors are required to check into the office and all volunteers are required to undergo fingerprint clearance. Loleta Elementary School maintains a closed campus and employs experienced yard monitors who are on-duty at recess time. Currently 60% of our staff have completed the CERT training for emergency situations.

The School Safety Plan was last reviewed and discussed on February 24, 2010.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	38.71	0	0	16.33	0	7
Expulsions	0	0	0	0	0	0

The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment {and multiplying by 100}.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

Loleta Elementary School provides a safe, clean environment for our students. The facility is maintained by one full-time maintenance person and one part-time custodian. The school has developed a Site Facilities Plan, which includes modernization of the main facilities, a new parking lot, and improvements to kindergarten and pre-school classrooms.

Students are allowed on campus at 8:00A.M. for breakfast. Those students walking to school must use the designated walking route to and from school. All students report to the cafeteria for breakfast in the mornig. At the morning bell, students are seated by class for school announcements, birthdays and the flag salute. Students are then escorted to their classrooms by their teacher.. During the school day teachers and instructional aides monitor the playground. All visitors must check in with the office and receive a visitor's pass. Visitors must check out and return the pass to the office. A parent or guardian must sign out students leaving school early. After school, students walking home must use the designated walking route to and from school. A homework room is provided for students remaining on campus for extracurricular activities or to complete classwork. The Boys and Girls Club of the Redwoods provides an after school program for Kindergarten through Eighth grade students until 6:00 pm every day. The program is at no cost for Loleta Elementary students and is funded by an ASES grant.

The school facility supports teaching and learning by providing a well maintained and clean facility. Classrooms have the necessary number of desks, books and supplies and materials needed to deliver the curriculum.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, PesV Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural: Structural Damage, Roofs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Rating	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	7	8	7	
Without Full Credential	0	0	0	
Teaching Outside <u>Subject Area</u> of Competence	0	0	0	---

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCIB Compliant Teachers	Non-NCIB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
low-Poverty Schools in District	0	0

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
library Media Teacher (librarian)	0	--
library Media Services Staff (paraprofessional)	0	---
Psychologist	0.1	---
Social Worker	0	---
Nurse	0.1	---
Speech/language/Hearing Specialist	0.5	--
Resource Specialist (non-teaching)	1	---
Other	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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading, McDougall Littell Literature, Houghton Mifflin The Nation's Choice 2003, McDougall Littell Literature		0
Mathematics	Harcourt Brace Math Advantage, Prentice Hall Tools for Success, McDougal Littell Algebra Structure and Methods, HB Pre-Algebra		0
Science	Harcourt Brace Science 2000, Prentice Hall General Science, Houghton Mifflin CA Science, CPO Science (6-8)		0
History-Social Science	McMillan McGraw California Vistas, Holt		0
Foreign Language			
Health			
Visual and Performing Arts			

VIII. School Finances

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	5,057		4,800	44,176
District	---	---		
Percent Difference: School Site and District	---	---		
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and State	---	--		

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

•• Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,744
Mid-Range Teacher Salary		\$55,509
Highest Teacher Salary		\$70,567
Average Principal Salary (Elementary)		\$92,338
Average Principal Salary (Middle)		\$96,427
Average Principal Salary (High)		\$94,401
Superintendent Salary		\$109,381
Percent of Budget for Teacher Salaries	28%	37%
Percent of Budget for Administrative Salaries	6%	

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	25	43	26	25	35	31	49	52	54
Mathematics	37	44	41	20	27	25	46	48	50
Science	36	56	0	22	31	32	50	54	57
History-Social Science	20	26	0	17	17	21	41	44	48

Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-	Mathematics	Science	History-Social

	Language Arts			Science
All Students in the LEA	31	25	32	21
All Student at the School	26	41	0	0
Male	21	44	0	0
Female	30	38	0	0
Black or African American				
American Indian or Alaska Native	8	17	0	0
Asian				
Filipino				
Hispanic or Latino	12	32	0	0
Native Hawaiian/Pacific Islander				
White	52	64	0	0
Two or More Races				
Socioeconomically Disadvantaged	20	37	0	0
English Learners	0	27	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/q/pf/>,

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	16.7
7	28.6	28.6	28.6

Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks- Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
'Statewide	2		2

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School		8	-46
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			-55
English learners			
Students with Disabilities			

"N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level

Group	2011 Growth API					
	School		LEA		State	
	#of Students	Growth API	#of Students	Growth API	#of Students	Growth API
All Students at the School	58	675	58	675	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	12	542	12	542	33,774	733
Asian	0		0		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	23	623	23	623	2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	23	796	23	796	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	52	648	52	648	2,731,843	726
English learners	16	551	16	551	1,521,844	707
Students with Disabilities	9		9		521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year In Program Improvement		
Number of Schools Currently In Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	50

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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, 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.

For the previous three school years, we had two days each year dedicated to staff and professional development. Loleta Union Elementary School District, being a single school district, has only one teacher per grade level. The professional development program is designed for the classroom teacher to interact with other teachers in their grade level through workshops and/or conferences.

In 2008, we implemented an early dismissal Wednesday at 1:30 for Staff Development.