Loleta Union Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Loleta Union Elementary
Street	700 Loleta Drive
City, State, Zip	Loleta
Phone Number	7077335705
Principal	Linda Row
Email Address	lrow@loleta.org
School Website	https://loletaschool.org
County-District-School (CDS) Code	12-62927-0000000

2023-24 District Contact Information

District Name	Loleta Union Elementary School District
Phone Number	707.733.5705 X100
Superintendent	Linda Row
Email Address	lrow@loleta.org
District Website	loletaschool.org

2023-24 School Description and Mission Statement

Loleta Union Elementary School is a small, single-school district serving the rural community of Loleta, CA. The school enrolls approximately 75 students in grades TK-8. In the 2022-2023 school year there were 5 combination classes, each with two grade levels. All teachers are fully credentialed and appropriately assigned. Approximately 33% of Loleta's students qualify for special education services, and approximately 22% are identified as English Language Learners. Students with disabilities and English Learners are fully mainstreamed into the general education classrooms and are served by two fully credentialed teachers who provide small group instruction, individualized support, and consultation with the general education teachers. Each classroom is staffed with an instructional aide to provide additional adult support.

Although small, the school provides full-service transportation, student nutrition, and after school programs. More than 90% of the Loleta student population qualifies for free or reduced lunch. The school campus houses a Community Resource Center (LCRC) operated in partnership with the Providence Medical Group. The LCRC supports families in the community with free backpacks and school supplies; food assistance; a holiday toy drive; parent and child playgroups; clothing, shoes and hygiene items; and referrals to services such as low- or no-cost medical, dental, and mental health services. The district's Community School implementation grant has funded a Community School Coordinator and Assistant to work with the LCRC and community-based organizations to further establish the school as a hub for services for our families and the broader community.

Native American students make up almost half of the school's student population. Loleta Union Elementary School serves the children of two Native American Indian Tribes: The Bear River Band of the Rohnerville Rancheria and the Wiyot Tribe at the Table Bluff Reservation. The school partners with the tribes and with local Native American agencies and organizations to provide culturally-relevant curriculum, learning activities, and support services.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	11
Grade 1	10
Grade 2	9
Grade 3	12
Grade 4	11
Grade 5	12
Grade 6	12
Grade 7	8
Grade 8	18
Total Enrollment	103

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.4%
Male	45.6%
American Indian or Alaska Native	42.7%
Hispanic or Latino	36.9%
Two or More Races	4.9%
White	10.7%
English Learners	22.3%
Homeless	13.6%
Socioeconomically Disadvantaged	93.2%
Students with Disabilities	35%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	83.33	5.00	83.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	16.67	1.00	16.67	18854.30	6.86
Total Teaching Positions	6.00	100.00	6.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)					234405.20	84.00
Intern Credential Holders Properly Assigned					4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)					12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)					11953.10	4.28
Unknown					15831.90	5.67
Total Teaching Positions					279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district is working with the County Office of Education to pilot and purchase new, standards-based core curriculum in Science, History-Social Science, and ELA for 7th and 8th grade.

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA curriculum by McGraw-Hill (grades TK-6) adopted 2022. StudySync curriculum by McGraw-Hill (grades 7-8) adopted 2023. EL Achieve (ELD, K-6) adopted 2023. Fountas and Pinnell; IXL; Moby Max; Scholastic	Yes	0.0%
Mathematics	Grades T K-5 "Go Math" by Houghton Mifflin Harcourt, purchased in 2015 Grades 6-8 California Big Ideas by Houghton Mifflin Harcourt, purchased in 2015. Programs are supplemented with a web based program called Accelerated Math	Yes	0.0%
Science	Science Studies Weekly (grades K-6) adopted 2022. OpenSciEd (grades 7-8) adopted 2023. EEI; science weekly; IXL; Science Spin	No	0.0%
History-Social Science	Social Studies Weekly (K-8) adopted 2022. McMillan McGraw California Vistas, Holt, EEI; studies weekly; IXL	Yes	0.0%
Foreign Language	Spanish Classroom Teaching Materials; Spanish Playground; Teachers Discovery; IXL	No	0
Health	Well-Being Studies Weekly 5-8	No	0
Visual and Performing Arts	VPA standards are integrated into general education learning activities. No separate instructional materials	No	0

School Facility Conditions and Planned Improvements

The overall condition of the school is good according the facilities inspection conducted by the Director of Maintenance in January 2024. The primary areas of deficiency are rotten exterior wooden siding, flat roofs on parts of campus that need to be replaced, gutters that need to be replaced and exterior paint to combat rain and salt wind.

Year and month of the most recent FIT report	1/3/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Heavily stained carpets in two portable buildings needs to be cleaned or replaced.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs			X	Flat roofs over hallways and office need to be replaced. Gutters on portables and back of kitchen need to be replaced. Rotten external siding throughout campus needs to be replaced and all exterior surfaces should be painted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Front entry doors need to be replaced.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	2	8	2	8	47	46
Mathematics (grades 3-8 and 11)	3	2	3	2	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	62	62	100.00	0.00	8.06
Female	35	35	100.00	0.00	2.86
Male	27	27	100.00	0.00	14.81
American Indian or Alaska Native	23	23	100.00	0.00	4.35
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	2.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	12.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	62	62	100.00	0.00	1.61
Female	35	35	100.00	0.00	0.00
Male	27	27	100.00	0.00	3.70
American Indian or Alaska Native	23	23	100.00	0.00	0.00
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	4.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	4.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	0.00	0.00	0.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	23	95.83	4.17	8.70
Female	13	12	92.31	7.69	8.33
Male	11	11	100.00	0.00	9.09
American Indian or Alaska Native	11	11	100.00	0.00	9.09
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	75%	75%	75%	75%	75%
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Loleta Union Elementary School offers a variety of ways for parents to be involved in the decision-making processes of the school. Parents of English Learners are encouraged to participate in the English Learner Advisory Committee (ELAC).. The purpose of the ELAC is to provide parents of English Learners with the means to offer input on the school's EL program, help inform parents about the importance of school attendance, and assist in the development of the schoolwide needs assessment for the EL program. Because Loleta is a single-school district, the ELAC group also takes on some of the tasks of a District English Learner Advisory Committee (DELAC), such as providing input on the development and annual update of the district's Local Control and Accountability Plan (LCAP).

The Native American Parent Advisory Committee (NAPAC) provide a way local tribal officials and parents of Native American students to participate in the planning and development of the general education programs and activities including recommendations on the needs of children and how the district may help those children realize the benefits of the educational programs and activities.

The Loleta Elementary School Advisory Committee meets monthly and is comprised of parents, community members including tribal representatives and district employees. The purpose of this advisory committee is to keep the school community apprised of school policies, programs, and progress towards its goals. Participants are encouraged to ask questions, share comments, and request follow-up information as appropriate.

All parents are welcome to attend the School Board meetings which take place monthly on the second Thursday of the month at 5:30 pm. Public comment is encouraged both is general and on specific agenda items.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	111	106	2	1.9
Female	61	60	2	3.3
Male	50	46	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	46	45	2	4.4
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	40	37	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	14	13	0	0.0
English Learners	23	22	0	0.0
Foster Youth	0	0	0	0.0
Homeless	14	14	0	0.0
Socioeconomically Disadvantaged	100	96	2	2.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	38	1	2.6

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	5.26	4.92	8.11	5.22	4.92	8.11	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.11	0
Female	4.92	0
Male	12	0
Non-Binary		
American Indian or Alaska Native	6.52	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.14	0
English Learners	4.35	0
Foster Youth	0	0
Homeless	21.43	0
Socioeconomically Disadvantaged	9	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.82	0

2023-24 School Safety Plan

Loleta's Comprehensive School Safety Plan was last updated and approved by the Board on February 9, 2023 . The plan will next be updated in and reviewed in February 2024. As required by law the plan contains the following elements:

Child abuse reporting procedures (EC 35294.2 (a) (2); PC 11166)
Disaster procedures (EC 35295-35297; GC 8607 and 3100)
School suspension, expulsion and mandatory expulsion guidelines
Procedures to notify teachers of dangerous pupils (EC 49079)
Sexual harassment policies (EC 212.6(b))
School-wide dress code relating to gang-related apparel (EC 35183)
Procedure for safe ingress and egress of pupils, parents, and staff from school (EC 35294.2)
A safe and orderly school environment conducive to learning (EC 35294.2)
School discipline rules and consequences (EC 35291 and EC 35294.2)
Hate crime reporting procedures and policies
Procedures to prepare for Active Shooters
Procedures for preventing acts of bullying and cyber-bullying

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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	$50,743
Percent Difference - School Site and District	N/A	N/A	-57.9	0.0
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	-3.7	-50.5

Fiscal Year 2022-23 Types of Services Funded

Loleta Elementary School offers a broad course of study in elementary and middle school academic areas. In the multi-grade classroom, instruction is targeted for students' individual needs. Students with disabilities receive special education services such as speech therapy, specialized academic instruction, occupational therapy, and educationally-related mental health services in order to allow them to progress towards mastery of the state standards and their individual education plan goals. English Learners are supported with integrated and designated instruction in English language development, provided by fully-credentialed teachers. Bilingual classified staff, as well as paraprofessional instructional aides provide additional support.

Expenditures include certificated and classified salaries and benefits; textbooks and instructional materials including technology; contracted services; and indirect costs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$39,202	$48,481
Mid-Range Teacher Salary	$53,134	$73,129
Highest Teacher Salary	$78,354	$99,406
Average Principal Salary (Elementary)	$0	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$83,000	$138,991
Percent of Budget for Teacher Salaries	21.04%	29.34%
Percent of Budget for Administrative Salaries	3.79%	5.99%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3