

# Loleta Union Elementary

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Loleta Union Elementary
<b>Street</b>	700 Loleta Drive
<b>City, State, Zip</b>	Loleta
<b>Phone Number</b>	7077335705
<b>Principal</b>	Linda Row
<b>Email Address</b>	lrow@loleta.org
<b>School Website</b>	<a href="https://loletaschool.org">https://loletaschool.org</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	12-62927-0000000

### 2024-25 District Contact Information

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

### 2024-25 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 80 students in grades TK-8. In the 2023-2024 school year there were 5 combination classes, each with two grade levels. All teachers are fully credentialed and appropriately assigned. Approximately 28% of Loleta's students qualify for special education services, and approximately 32% 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.

## 2024-25 School Description and Mission Statement

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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	11
Grade 1	11
Grade 2	5
Grade 3	8
Grade 4	9
Grade 5	7
Grade 6	7
Grade 7	10
Grade 8	7
<b>Total Enrollment</b>	<b>75</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56
Male	44
American Indian or Alaska Native	28
Hispanic or Latino	38.7
Two or More Races	8
White	20
English Learners	24
Homeless	24
Socioeconomically Disadvantaged	92
Students with Disabilities	33.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.00	83.33	5.00	83.33	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	16.67	1.00	16.67	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>					234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>					4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>					12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>					11953.10	4.28
<b>Unknown/Incomplete/NA</b>					15831.90	5.67
<b>Total Teaching Positions</b>					279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.30	81.54	5.30	81.54	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	7.69	0.50	7.69	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.60	10.62	0.60	10.62	14303.80	5.15
<b>Total Teaching Positions</b>	6.50	100.00	6.50	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00		0
<b>Misassignments</b>	0.00		0.5
<b>Vacant Positions</b>	0.00		0
<b>Total Teachers Without Credentials and</b>	0.00		0.5

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00		0
<b>Local Assignment Options</b>	0.00		0
<b>Total Out-of-Field Teachers</b>	0.00		0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00		0

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

## 2024-25 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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	Science Studies Weekly (grades K-6) adopted 2022. OpenSciEd (grades 7-8) adopted 2023. EEI; science weekly; IXL; Science Spin	No	0.0%
<b>History-Social Science</b>	Social Studies Weekly (K-8) adopted 2022. McMillan McGraw California Vistas, Holt, EEI; studies weekly; IXL	Yes	0.0%
<b>Foreign Language</b>	Spanish Classroom Teaching Materials; Spanish Playground; Teachers Discovery; IXL	No	0
<b>Health</b>	Well-Being Studies Weekly 5-8	No	0
<b>Visual and Performing Arts</b>	VPA standards are integrated into general education learning activities. No separate instructional materials	No	0

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

## 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 2025. The primary areas of deficiency water intrusion due to the flat roof on the main building; chipping paint on the play structure; exterior siding and trim boards need to be replaced and painted but does not compromise structure.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				1/3/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Heavily stained carpets in two portable buildings needs to be cleaned or replaced.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	With the flat roof water seeps in at random entry and random exit points into the building.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Play structure has paint chipping

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	8	13	8	13	46	47
<b>Mathematics</b> (grades 3-8 and 11)	2	8	2	8	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	52	100.00	0.00	13.46
Female	27	27	100.00	0.00	0.00
Male	25	25	100.00	0.00	28.00
American Indian or Alaska Native	15	15	100.00	0.00	6.67
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	10.53
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	42	42	100.00	0.00	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	52	52	100.00	0.00	7.69
<b>Female</b>	27	27	100.00	0.00	0.00
<b>Male</b>	25	25	100.00	0.00	16.00
<b>American Indian or Alaska Native</b>	15	15	100.00	0.00	0.00
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	19	100.00	0.00	10.53
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	42	42	100.00	0.00	7.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	18	100.00	0.00	11.11

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	0.00	5.88	0.00	5.88	30.29	30.73

## 2023-24 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
<b>All Students</b>	17	17	100.00	0.00	5.88
<b>Female</b>	--	--	--	--	--
<b>Male</b>	11	11	100.00	0.00	9.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	13	13	100.00	0.00	7.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2023-24 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 requires only participation results 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	--	--	--	--	--
Grade 7	--	--	--	--	--
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.

#### 2024-25 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) provides a way local tribal officials and parents of Native American students can participate in the planning and development of the general education program 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	92	89	37	41.6
Female	48	48	21	43.8
Male	44	41	16	39.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	32	29	11	37.9
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	12	32.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	12	66.7
English Learners	23	23	10	43.5
Foster Youth	--	--	--	--
Homeless	18	18	10	55.6
Socioeconomically Disadvantaged	86	83	35	42.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	30	29	11	37.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.92	8.11	1.09	4.92	8.11	1.09	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.09	0.00
Female	0.00	0.00
Male	2.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.56	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Loleta's Comprehensive School Safety Plan was last updated and approved by the Board on February 8, 2024. The plan will next be updated in and reviewed in February 2025. As required by law the plan contains the following elements:



## 2024-25 School Safety Plan

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.

## 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
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## 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
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## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
K	5	1	0	0
1	10	1	0	0
2	7	1	0	0
3	10	1	0	0
4	8	1	0	0
5	8	1	0	0
6	7	1	0	0

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$12,754.34	\$3,009.14	\$9,745.19	\$51,651.54
District	N/A	N/A	\$9,745.19	\$51,651.54
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-10.0	-42.4

## Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$51,352
Mid-Range Teacher Salary	\$53,134	\$80,424
Highest Teacher Salary	\$78,354	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$83,000	\$145,237
Percent of Budget for Teacher Salaries	16.44	26.17
Percent of Budget for Administrative Salaries	9.68	6.29

# Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3