

# Loyalton Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Loyalton Elementary School
<b>Street</b>	111 Beckwith Road
<b>City, State, Zip</b>	Loyalton, CA 96118
<b>Phone Number</b>	530.993.4482
<b>Principal</b>	Andrea N. White
<b>E-mail Address</b>	awhite@spjUSD.org
<b>Web Site</b>	www.sierracountyofficeofeducation.org
<b>CDS Code</b>	46701776050629

<b>District Contact Information</b>	
<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530.993.1660
<b>Superintendent</b>	Dr. Merrill M. Grant
<b>E-mail Address</b>	mgrant@spjUSD.org
<b>Web Site</b>	www.sierracountyofficeofeducation.org

### School Description and Mission Statement (School Year 2018-19)

Loyalton Elementary School is a small school with a big heart. Teachers and staff work hard to keep the small school atmosphere while providing academics and other programs comparable to larger schools. Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem, and realize their potential in a safe, secure environment.

Loyalton Elementary School is located near the communities of Sierraville, Calpine, Beckwourth, Chilcoot, and Vinton. The school is one of five in the Sierra-Plumas Joint Unified School District.

Soccer, baseball, volleyball and basketball are offered as extracurricular sports. Little League baseball occurs in the spring and AYSO soccer in the fall. Volleyball is a fall sport, and basketball is a winter sport. Basketball players take part in a four day basketball tournament at our site that is hosted by our sports club.

Back to School night happens shortly after school starts. Every year the students and staff work hard on a holiday show which is presented just before the Winter Break. In the spring, the Science Fair, Art Show, Taco Feed and Open House all occur on the same big night!

#### Loyalton Elementary School's Mission:

Our Mission is to Provide a Primary Education with a Goal of All Children Achieving Literacy. We Provide Children with the Tools to Encourage Their Total Development, Enhance Their Self-Esteem, and Realize Their Potential in a Safe, Secure Environment.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	39
<b>Grade 1</b>	17
<b>Grade 2</b>	26
<b>Grade 3</b>	33
<b>Grade 4</b>	25
<b>Grade 5</b>	26
<b>Grade 6</b>	33
<b>Total Enrollment</b>	199

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	16.1
Native Hawaiian or Pacific Islander	0.5
White	77.4
Socioeconomically Disadvantaged	50.3
English Learners	3.5
Students with Disabilities	12.1
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	8	9	10	10
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 12-19-17

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what is required by the California Content Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 Wonders- McGraw Hill Adopted 2016 6th- Mirrors & Windows- EMC Adopted 2016	Yes	0
<b>Mathematics</b>	K-5 My Math-McGraw Hill- Adopted 2016 6th Course 1 Common Core- Prentice Hall Adopted 2016	Yes	0
<b>Science</b>	Harcourt Science K-6 - Harcourt Adopted 2000	Yes	0
<b>History-Social Science</b>	History-Social Science Grades K-6 - Houghton Mifflin Adopted 2007	Yes	0
<b>Health</b>	Nutrition Nuggets- Food and Fitness for a Healthy Child	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

### School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Working on any issues that arise from our upgrade on the heating system.
<b>Interior:</b> Interior Surfaces	Poor	wallpaper throughout the school has rips and tears. Ceiling has many water spots, and tears, or doesn't match one another.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good Fair	Playground area was sealed and still has lots of cracks and is uneven. Exterior walls ad windows lose lots of heat.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good Fair

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	40.0	39.0	45.0	44.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	36.0	40.0	34.0	35.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	115	110	95.65	39.09
<b>Male</b>	60	57	95.00	31.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	55	53	96.36	47.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	16	14	87.50	35.71
White	87	85	97.70	41.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	51	94.44	19.61
English Learners	--	--	--	--
Students with Disabilities	15	11	73.33	0.00

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	110	95.65	40
Male	60	57	95	31.58
Female	55	53	96.36	49.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	16	14	87.5	35.71
White	87	85	97.7	41.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	51	94.44	23.53
English Learners	--	--	--	--
Students with Disabilities	15	11	73.33	9.09

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.8	33.3	51.9

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

Parent involvement is an integral part of the program at Loylton Elementary School. Parent participation is encouraged on the following district level committees: LCAP Advisory Committee and the School Attendance Review Board. At the site level, parents participate in the School Site Council, the Grizzly Cubs Parents’ Club, our local parent organization and our Sports Club which runs our sport's program (grades 3rd-6th).

Loylton Elementary School has an open door policy. After a parent signs in at the office, he/she may volunteer to help in their child’s classroom. If a parent wishes to volunteer on a regular basis, we ask that they have their fingerprints scanned and registered with the district and the Dept. of Justice. Parents regularly chaperone field trips at LES.

The contact person, if you would like information regarding parent involvement at Loylton Elementary School, is Andrea N. White, Principal, at 530 993-4482 ext. 210.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.0	0.0	0.0	1.0	0.0	0.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

At Loylton Elementary School our belief in student safety is supported by providing campus supervision before, during and immediately after school as students board the buses. Students begin arriving at the school site between 7:45 a.m. and 8 a.m. daily. There are four morning supervisors are on campus at 7:45 a.m. each day. Students have the choice to go outside(weather permitting) or they stay inside and have breakfast, once finished with breakfast students go outside. One supervisor stays with breakfast students and the other three supervisors go outside with students. The four supervisors are on duty outside from 8:05 a.m. to 8:20 a.m. when school begins.

Also, a thorough inspection on playground equipment every summer and at Winter Break by the school maintenance supervisor helps to reduce playground injuries. During the school year, periodic inspection is done by playground supervisors and the principal.

In addition, we insist that visitors to the campus are required to sign in at the office for a visitor pass.

The Leadership team of the Sierra-Plumas Joint Unified School District and the School Site Council review the School Safety Plan annually. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually. The Plan is discussed with faculty and staff at inservice days before school starts. This year three of our on site administrators became trained in ALICE for school safety in regards to a school intruder. The three administrators are now able to train staff at each site. ALICE is being implemented in the schools in case of a intruder on to the school sites.

Safety drills are done throughout the month of September and includes a week-long safety training for all staff and students. These drills continue to be practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness.



## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		1		13	3			22		2	
1	27		1									
2	22		1		20	1			18	1		
3	24		1		18	2			20	1	1	
4	23		1		26		1		25		1	
5	28		1		26		1		26		1	
6	22		1		27		1		33			1
Other	6	1										

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

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

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	5.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8090.20	1295.30	7,218.00	65,612.00
District	N/A	N/A	15,370.00	62,907.00
Percent Difference: School Site and District	N/A	N/A	-72.2	4.2
State	N/A	N/A	\$7,125	78,559.00
Percent Difference: School Site and State	N/A	N/A	1.3	199.5

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

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

### Types of Services Funded (Fiscal Year 2017-18)

Loyalton Elementary for our 2018-2019 school year, provides two credentialed teachers Monday through Friday that focus on intervention. One teacher focuses on students in grades 1st through 3rd and the other teacher focuses on students in grades 4th-6th. Assessments are done every 6 to 8 weeks and then students are rotated through intervention as needed.

We also provide after school homework tutoring two days a week by our credentialed teachers. We have two tutoring classes one for grades 1st-3rd and the other one is for grades 4th-6th.

This year we are offering planning room for grades 4th-6th to receive extra help/time on classwork, homework, and AR reading points, Monday through Thursday 12:30 to 1:00.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,965	\$42,990
Mid-Range Teacher Salary	\$70,177	\$61,614
Highest Teacher Salary	\$83,759	\$85,083
Average Principal Salary (Elementary)	\$88,274	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$88,863	\$106,243
Superintendent Salary	\$146,418	\$132,653
Percent of Budget for Teacher Salaries	27.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Professional Development (Most Recent Three Years)

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Our school district has early release Wednesdays for staff to receive professional development from 1:45 to 3:15 every Wednesday. This year we are rotating our Wednesdays focusing on these areas; MTSS, Marzano, ALICE training, CAASPP, and specific site training. Our site has also focused on MTSS, Priority Standards, and Standards Analysis.