



Blosser Lane Elementary School

1275 Blosser Lane • Willits CA 95490 • (707) 459-3232 • Grades 3-5

Nancy Runberg, Principal

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<https://www.willitsunified.com/o/blosser-lane>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Willits Unified School District

1277 Blosser Lane

Willits CA 95490

(707) 459-5314

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School Description

The staff at Blosser Lane Elementary School promotes a safe, respectful, and responsible learning environment. We believe that each student has the right to learn and achieve to his or her full potential. We strive to instill a love of learning in our students. We establish high expectations and standards of learning, and we accept collaborative responsibility for ensuring each student's growth.

This year, due to the Covid19 Pandemic, we have remote learning instruction, which began in the fall of 2020 and continues until the present. We have six 3rd grade classes, four 4th grade classes, four 5th grade classes, one combination 4th/5th grade class; two Resource Specialist Program classes, one Special Day class, and one Counseling Enriched classroom. We provide a full range of Special Education services, we have Gifted and Talented Education (GATE) cluster groups at each grade level, and provide English Language Development to our English Language learners. We use state adopted materials and teach the California state standards. Blosser has a full-time counselor to support children's social emotional needs.

The curriculum is consistent and progressive. We use the same general education programs at each grade level in the areas of English Language Arts, Mathematics, Science, and Social Studies. Additional intervention classes are provided in the areas of reading, mathematics, and writing as needed. Time is set aside on Tuesdays for teachers to collaborate and discuss student learning and teaching strategies. Teachers continue to participate in staff development opportunities throughout the year.

Nancy Runberg, Principal

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	107
Grade 4	114
Grade 5	93
Total Enrollment	314

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	8.3
Asian	0.6
Hispanic or Latino	34.4
White	43.6
Two or More Races	2.5
Socioeconomically Disadvantaged	68.5
English Learners	17.5
Students with Disabilities	19.7
Foster Youth	2.2
Homeless	1.9

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 for Blosser Lane	18-19	19-20	20-21
With Full Credential	18	19	19
Without Full Credential	4	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Willits Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Blosser Lane Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company, 2017 edition Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Mathematics, 2016 edition, McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman, 2008 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt School Publishers, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Blosser Lane Elementary School opened in 1989. Visitors often comment on the beauty of the school campus. There is a school cafeteria and stage, 21 full-size classrooms, plus two special education rooms with restrooms and kitchens, one small book room, one small meeting area between rooms 16 and 17, one school psychologist office, two RSP classrooms (one with a restroom), and one speech and language classroom. We have four sets of student restrooms accessible from the outside, including one set also accessible from the inside of the cafeteria. The main office complex is located in the middle of the campus. The staff room, library, conference room, principal's office, main office, nurse's office, a restroom accessible from the outside, and three inside restrooms are located in the main office complex. The pavement is lined for basketball, kickball, four square, volleyball, tether-ball, relays, and 1/8 mile run. The custodians, maintenance department, staff and students take very good care of our campus. Restrooms, classrooms, and all other buildings and facilities are clean and regularly maintained. Most classrooms have had the carpeting replaced. New paneling has been installed on some of the exterior walls.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/20/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC plant needs replaced, current HVAC plant consumes huge amount of energy with little benefit
Interior: Interior Surfaces	Poor	ceiling stains, carpet seams separating and rippling, lower cabinet door missing, wall paper rippling and tears
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Lots of abandoned but remaining low voltage wiring creating visual clutter in classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Interior fountains all disconnected due to lead. Filtered hydration stations installed on outside of buildings at intervals.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Evidence of failing roofs in every wing, siding is curling and cracking from sun exposure
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	21	N/A	31	N/A	50	N/A
Math	22	N/A	23	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	11	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Blosser Lane has an active School Site Council with parent, teacher, staff, and administrative members. This group reviews and revises our school site plan, our safety plan, and gives input on our district Local Control and Accountability Plan (LCAP) to support school improvement actions. Parent participation is requested in the determination and development of LCAP funding. The Kids Club of Willits operates an after-school program at Blosser Lane until 5:30 p.m. each school day. Our PTO meets monthly to discuss ways to support our students and families, plus presents ideas for fund-raising activities. Parents are encouraged to support teachers' classrooms by convenient means, attend special events and ceremonies, and communicate verbally and/or in writing with the teachers throughout the year. For many years, we have welcomed volunteer parents and community members into our classrooms, however, during this altered school year, parent involvement has been conducted virtually via video conferences, and communication platforms. This year, due to COVID restrictions, parents, community members, and high school students may not come to the school to assist our students and teachers in the classrooms and on the playground.

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.

School Safety Plan (School Year 2020-2021)

The School Safety Plan is reviewed and revised annually to reflect the needs of the school community. The School Safety Committee, composed of representatives from each grade level and Special Education, begins the process by thoroughly reviewing the current safety plan. During this remote learning school year, input from staff and the School Site Council is contributed via video conferences; the plan is revised and approved by the School Site Council. The Positive Behavior Intervention Support (PBIS) program is a component of our School Safety Plan, plus, specific information and responsibilities to be performed by staff in the event of an emergency or disaster.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.4	7.4	4.9	5.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
3	23		4		21	2	3		21	1	4	
4	22	1	4		21	1	3		27		4	
5	19	2	4		22	1	4		22		4	
Other**					8	1			7	2		

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	5

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 we set aside for the past three years for their continuing education and professional development. This year we have been focusing on enhancing our digital capabilities with the adopted ELA and Math curriculum. In addition, staff have been trained in online learning platforms and various digital tools to support remote learning. Also, staff has continued to receive training on research based intervention programs, progress monitoring tools, and data reflection. Staff is being supported by the Mendocino County Office of Education in the development of Positive Behavior Intervention Support (PBIS) and Multi-Tiered Systems of Support (MTSS) The staff is also receiving professional development for the Distance Learning Playbook. Three days per month, during our short days, teachers meet in Professional Learning Communities to review data, curriculum and plan for student success. During this time, staff also reflects upon needs for their programs.

Results of state, district, and classroom assessments are analyzed to develop needed professional development for Blosser Lane Elementary School. The site staff has focused upon:

1. Align pacing guides with state standards/curriculum
2. Create and develop intervention programs for both ELA and Math that support students in the second tier of intervention, as well as implementing extension materials for students who are Proficient/Advanced.
3. Developing a school wide Writing program

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,889	\$44,318
Mid-Range Teacher Salary	\$59,793	\$67,053
Highest Teacher Salary	\$83,753	\$90,163
Average Principal Salary (ES)	\$100,545	\$106,389
Average Principal Salary (MS)	\$113,215	\$113,976
Average Principal Salary (HS)	\$90,701	\$114,214
Superintendent Salary	\$155,000	\$141,066

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28.0	29.0
Administrative Salaries	6.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,035.25	\$4,412.75	\$9,622.50	\$54,846
District	N/A	N/A	\$9,728.88	\$58,289
State	N/A	N/A	\$7,750	\$68,990

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.1	-6.1
School Site/ State	21.6	-22.8

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

Types of Services Funded

Additional intervention classes are provided in the areas of reading, mathematics, and writing as needed. Time is set-aside on Tuesday afternoons for teachers to collaborate and discuss student learning and teaching strategies. Teachers continue to participate in staff development opportunities throughout the year. Paraprofessionals are utilized in the development and implementation of small group instruction and intervention.

There is a focus on research based intervention programs, progress monitoring tools, data reflection and discussions of Common Core State Standards. Staff is being supported by the Mendocino County Office of Education in the development of Positive Behavior Intervention Support (PBIS) and Multi-Tiered Systems of Support (MTSS); certificated, classified, and administrative representation on both committees.

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.