



Lassen View Union Elementary

10818 Highway 99-E • Los Molinos, CA, 96055-9625 • (530) 527-5162 • Grades K-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Lassen View Union Elementary School District

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Los Molinos, CA 96055-9625
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District Governing Board

Bill Crain
Bruce Lindauer
Kathy Garcia
Jennifer Jones

District Administration

Jerry Walker
Superintendent

School Description

Lassen View School strives to promote success through academics and positive character building. Our goal is to provide high level instruction for core subjects with academic supports as needed. These programs have been instituted to provide a varied and well rounded educational experience in the basic skills of reading, math, language, and the sciences in addition to exposure in the areas of music, physical fitness, art and computer science.

At Lassen View, we continually develop and update our core educational program to make learning a part of the real world. We hope to instill in our students a life-long thirst and appreciation for learning. We strive to prepare our students to become worthwhile and productive citizens of the future.

Lassen View Elementary District consists of one school- Lassen View Elementary School. We are located in a rural farming area and the school is a central focus of the community. All of the students are bused to school or brought by parents as it is located on a busy highway. Many of the students' parents and grandparents attended Lassen View Elementary and there is much local pride in the school.

Lassen View Elementary has approximately 300 students in K – 8th grade with a total of 14.5 teachers. To support students in academics and behavior, we have a teaching position that we call a "Student Success Coordinator". This teacher coordinates with teachers and parents, supports academics, and responds to individual student and parent concerns. If a student is placed in Community Day School, they are moved to the Antelope Elementary campus approximately 5 miles away.

Lassen View has an excellent reputation within the county and receives more inter district requests each year than it can accommodate. We are a Title I School Wide Program and receive REAP funds due to our rural location.

The school's educational goals revolve around the Common Core Standards. The staff, board and site council all believe it is imperative that all students receive an education that prepares them for success in high school, college or trade school, and adulthood.

The mission statement of the district is "Opening the door to lifelong success".

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, 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	35
Grade 1	33
Grade 2	37
Grade 3	34
Grade 4	45
Grade 5	32
Grade 6	35
Grade 7	28
Grade 8	38
Total Enrollment	317

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2.5
Asian	0
Filipino	0
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0
White	76.7
Two or More Races	0.9
Socioeconomically Disadvantaged	50.8
English Learners	6.6
Students with Disabilities	5.4
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Lassen View Union Elementary	14-15	15-16	16-17
With Full Credential	14.53	14.53	14.78
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lassen View Union Elementary School District	14-15	15-16	16-17
With Full Credential	◆	◆	14.78
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lassen View Union Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used by students are state adopted. We do use a variety of instructional materials as supplemental curriculum such as Accelerated Reading/Math, Lexia, and TenMarks Math.

Textbooks and Instructional Materials Year and month in which data were collected: 09/21/16	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Calif. Treasures K-6; McDougal Little 7-8 / 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math Expressions / 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	McGraw Hill / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman K-3; Hold 7-8; Harcourt 4-6 / 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lassen View Elementary campus was established in 1949 and is located on 9.5 acres. The campus was modernized in 1989 and a gym was built in 2002. The school has 20 permanent classrooms and 7 portable classrooms, a gym, cafeteria, 3 sets of restrooms and a library. During July 2016, the gym flooded when the water heater failed. The floor was replaced and the gym was re-opened for use at the beginning of December. Our summer improvement project involved resurfacing the primary playground and adding stenciled games and activities as well as adding seating area.

The district takes great efforts to ensure that the school is clean, safe and functional. The condition of our school is very clean and our overall rating for the Facility Inspection Tool (FIT) is Exemplary.

Security cameras and outside lighting are located around campus. Visitors must check in at the office and wear visitor badges. Teachers and aides supervise all recesses and use radios to get immediate support as needed.

All staff wear identification lanyards.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 05/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Squirrels on campus
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof leaks in copy room and Room 305.....summer project to fix leaks

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 05/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	43	45	43	45	44	48
Math	37	43	37	43	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	66	61	68	65	61	68	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.7	16.1	51.6
7	18.5	25.9	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	73	71	97.3	67.6
Male	42	41	97.6	70.7
Female	31	30	96.8	63.3
White	61	60	98.4	68.3
Socioeconomically Disadvantaged	36	35	97.2	62.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	32	32	100.0	37.5
	4	43	43	100.0	41.9
	5	35	34	97.1	50.0
	6	33	33	100.0	54.5
	7	31	30	96.8	33.3
	8	39	39	100.0	53.9
Male	3	15	15	100.0	60.0
	4	19	19	100.0	42.1
	5	19	19	100.0	42.1
	6	14	14	100.0	42.9
	7	19	18	94.7	27.8
	8	23	23	100.0	52.2
Female	3	17	17	100.0	17.6
	4	24	24	100.0	41.7
	5	16	15	93.8	60.0
	6	19	19	100.0	63.2
	7	12	12	100.0	41.7
	8	16	16	100.0	56.3
Hispanic or Latino	4	11	11	100.0	27.3
White	3	22	22	100.0	45.5
	4	32	32	100.0	46.9
	5	26	26	100.0	53.9
	6	21	21	100.0	61.9
	7	26	25	96.2	32.0
	8	35	35	100.0	54.3
Socioeconomically Disadvantaged	3	15	15	100.0	20.0
	4	30	30	100.0	33.3
	5	20	20	100.0	55.0
	6	17	17	100.0	47.1
	7	12	12	100.0	33.3
	8	17	17	100.0	47.1

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	32	32	100.0	53.1
	4	43	43	100.0	34.9
	5	34	33	97.1	33.3
	6	33	33	100.0	45.5
	7	31	30	96.8	26.7
	8	31	30	96.8	26.7
Male	3	15	15	100.0	60.0
	4	19	19	100.0	42.1
	5	19	19	100.0	31.6
	6	14	14	100.0	50.0
	7	19	18	94.7	27.8
	8	19	18	94.7	27.8
Female	3	17	17	100.0	47.1
	4	24	24	100.0	29.2
	5	15	14	93.3	35.7
	6	19	19	100.0	42.1
	7	12	12	100.0	25.0
	8	12	12	100.0	25.0
Hispanic or Latino	4	11	11	100.0	9.1
White	3	22	22	100.0	54.5
	4	32	32	100.0	43.8
	5	26	26	100.0	38.5
	6	21	21	100.0	52.4
	7	26	25	96.2	28.0
	8	26	25	96.2	28.0
Socioeconomically Disadvantaged	3	15	15	100.0	33.3
	4	30	30	100.0	33.3
	5	19	19	100.0	36.8
	6	17	17	100.0	41.2
	7	12	12	100.0	33.3
	8	12	12	100.0	33.3

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 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are viewed as the most important person in a child's life and are strongly encouraged to participate in their child's school education. Lassen View believes that the most important parent involvement occurs at home. This is done by setting the belief that school success is important. In addition, parents can help by setting up a place and time for consistent homework support. There are also many opportunities for parents to become involved at Lassen View. Some examples include: School Site Council, Parent Booster Club, classroom volunteering, attendance at award ceremonies and assemblies, school board meetings, musical programs, sporting events, and Math Night. There are two times during the school year when Parent Conferences occur. Parents are kept up-to-date with their child's progress and school events through the use of an all-call phone system and Remind 101.

State Priority: School Climate

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

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

School Safety Plan

The school safety plan is reviewed yearly by the School Site Council. Students and staff participate in monthly drills for safety, including fire, earthquake, tornado, and Code Red drills. Staff can be identified by pictured school lanyards. Visitors have to sign in at the main office. In case of an emergency in which parents need to be notified, we would use our All Call system for expediency.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	4.2	3.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.0	4.5	3.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.19
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.32
Psychologist	0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	18	21		2		2		2			
1	21	20	26		2		1		1			
2	23	30	19			2	2	1				
3	23	21	25		1		2	1	1			
4	28	34	29				1		1		1	
5	26	31	31				1	1	1			
6	20	31	34	2				1	1			
Other	26	21	23		1	1	2	2	2			

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
Social Science												

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

Professional Development provided for Teachers

Professional development is delivered a number of ways. Three student-free inservice days are scheduled for staff development. In addition, the first and third Wednesday of every month is a TAD day (teacher articulation day). Our inservice and TAD Days are used to create/analyze curriculum assessments and to spend time on staff development needs. Staff also attends Tehama County Office of Education trainings fairly often. The Board recently passed the Educator Effectiveness Spending Plan for 2015-16, 16-17, 17-18 and identified training and mentoring certificated and classified staff on effective teaching and learning, providing beginning teacher and administrator support, and providing professional development for teachers and administrators aligned to the new Common Core standards as the focus for these one time funds.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary		\$116,069
Percent of District Budget		
Teacher Salaries	38%	33%
Administrative Salaries	7%	7%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,736	\$1,794	\$6,942	\$61,910
District	♦	♦	\$7,342	\$63,076
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			-5.4	-1.8
Percent Difference: School Site/ State			22.3	1.5

* Cells with ♦ do not require data.

Types of Services Funded

The district budget pays for the superintendent/principal, teachers, support staff, and instructional assistants' salaries and incidental costs plus books, materials, supplies, equipment, transportation, maintenance, operations of the school buildings and grounds maintenance. See our LCAP if you would like further information regarding expenditures.

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.