

Lassen View Union Elementary

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Lassen View Union Elementary
Street	10818 Highway 99-E
City, State, Zip	Los Molinos, CA, 96055-9625
Phone Number	(530) 527-5162
Principal	Jerry Walker
Email Address	jwalker@lassenview.org
School Website	www.lassenview.org
County-District-School (CDS) Code	52-71563

2023-24 District Contact Information

District Name	Lassen View Elementary School
Phone Number	(530) 527-5162
Superintendent	Jerry Walker
Email Address	jwalker@lassenview.org
District Website	www.lassenview.org

2023-24 School Description and Mission Statement

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 for students who need it. 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, and art.

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 appreciation for learning. We strive to prepare our students to become worthwhile and productive citizens for 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 a lot of local pride in the school.

Lassen View Elementary has approximately 370 students in TK–8th grade with a total of 18.0 teachers. To support students in academics and behavior, we have a teaching position that we call an "Opportunity Class Teacher". This teacher coordinates with general education teachers to support academics and behavior.

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".

Multiple sports are offered to middle school students throughout the year. The fall sports are volleyball and soccer, the winter

2023-24 School Description and Mission Statement

sports are boys and girls basketball, and spring sports are cross-country and softball. E-Sports are a newer addition to our school and it is offered throughout the school year after school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	41
Grade 2	39
Grade 3	57
Grade 4	35
Grade 5	30
Grade 6	40
Grade 7	35
Grade 8	41
Total Enrollment	358

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.9%
American Indian or Alaska Native	0.6%
Black or African American	0.6%
Hispanic or Latino	24.6%
Two or More Races	0.8%
White	73.5%
English Learners	4.7%
Foster Youth	0.8%
Homeless	0.6%
Migrant	0.6%
Socioeconomically Disadvantaged	48.6%
Students with Disabilities	8.7%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.50	100.00	14.50	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	14.50	100.00	14.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.40	93.51	14.40	93.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.49	1.00	6.49	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	15.40	100.00	15.40	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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 I-Ready.

Year and month in which the data were collected 12/20/20

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Benchmarks Advanced (K-5) and Study Sync (6-8)	Yes	0%
Mathematics	Math Expressions (K-2), Into Math (3-5), College Preparatory Mathematics aka CPM (6), Khan Academy 7-8	Yes	0%
Science	StemScopes/2019	Yes	0%
History-Social Science	Scott Foresman K-3; Harcourt 4-6 / 2019; TCI 7-8;	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

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 10 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. We have surveillance over most of the campus and have limited vandalism.

The district takes great efforts to ensure that the school is clean, safe and functional. The condition of our school is clean but we have old buildings and portables. Our overall rating for the Facility Inspection Tool (FIT) is FAIR. The School District attempted to pass a bond in November of 2019 but was unsuccessful. We have applied for hardship and modernization and are in the waiting process for modernization. Our cafeteria wall was repaired during the summer of 2020.

Security cameras and outside lighting are located around campus. Teachers and aides supervise all recesses and use radios to get immediate support as needed. All staff wear identification lanyards.

Year and month of the most recent FIT report

05/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Our cafeteria floor has tiles that are popping up and could use complete replacement. Last year, the school started replacing flooring in the worst classrooms and plan to continue this year.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Bathrooms have no mechanical ventilation, plumbing often fails, and windows are failing. Due to the cost, the school is waiting for Modernization funding to complete major improvements in the bathrooms. The district has been working with Schoolworks and Semingson Engineering for new buildings and school improvement funding. We have also applied for the Calshape Grant and was awarded over \$60,000. Some of that money will be used for plumbing upgrades.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	The roofs are in good condition but the gutters are failing and will need to be replaced soon.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Our windows are not dual pane and need to be replaced for energy efficiency. There are minor projects that need to be completed on the playground area. The district has qualified for funding for TK and K classrooms that meet the specifications of the new requirements for early childhood education facilities. It is hoped that the funding can also allow for a new age-appropriate playground area for TK and K students.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57	55	57	55	47	46
Mathematics (grades 3-8 and 11)	48	53	48	53	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	220	97.35	2.65	54.55
Female	116	113	97.41	2.59	59.29
Male	110	107	97.27	2.73	49.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	51	96.23	3.77	41.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	166	163	98.19	1.81	58.90
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	83	98.81	1.19	44.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	14.29

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	219	96.90	3.10	53.42
Female	116	111	95.69	4.31	45.05
Male	110	108	98.18	1.82	62.04
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	50	94.34	5.66	46.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	166	163	98.19	1.81	55.83
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	83	98.81	1.19	36.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	14.29

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	42.25	34.33	42.25	34.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	67	95.71	4.29	34.33
Female	40	38	95.00	5.00	44.74
Male	30	29	96.67	3.33	20.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	50	49	98.00	2.00	36.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	26.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%
Grade 7	94%	94%	994%	94%	94%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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, and sporting events. 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, the Aeries grading system in older grades, and teacher communication through the phone app, Remind 101.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	373	368	47	12.8
Female	189	188	26	13.8
Male	184	180	21	11.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	0	0	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	92	91	11	12.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	3	3	0	0.0
White	273	269	33	12.3
English Learners	18	18	1	5.6
Foster Youth	3	3	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	189	185	28	15.1
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	42	42	9	21.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.24	0.52	0.00	0.24	0.52	0.00	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The school safety plan is reviewed yearly by the School Site Council and approved by the Board of Trustees. Students and staff participate in monthly drills for safety, including fire, earthquake, tornado, and Code Red drills. In case of an emergency in which parents need to be notified, we use our All Call system for expediency. The school has a PA system so communication can happen over the entire campus.

Staff reviews our safety plan at the beginning of every year and we discuss as needed throughout the year. Our last Comprehensive School Safety Plan was approved in October of 2023 by both the School Site Council and our Board of Trustees.

The school created a Community Support Group that approximately 40 parents belong to. The goal of this group is to provide emergency services for expediency as needed due to our remote location.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	26		2	
2	22		2	
3	28		1	
4	58			1
6	31		1	
Other	30		2	

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
K	20	2		
1	23		1	
2	24		2	
4	50			1
5	27		1	
6	27		1	
Other	28	1	2	1

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
K	20	2	0	0
1	21	1	1	0
2	24	0	1	0
3	25	0	2	0
4	27	0	1	0
5	0	0	0	0
6	29	0	1	0
Other	31	0	2	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,736	\$1,794	\$6,942	\$61,910
District	N/A	N/A	\$7,342	\$76,009
Percent Difference - School Site and District	N/A	N/A	-5.6	-13.4
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	5.1	-17.9

Fiscal Year 2022-23 Types of Services Funded

The district budget funds all salaries and incidental costs for all staff including teachers, superintendent/principal, business manager, office staff, kitchen staff, maintenance and custodial staff, and instructional assistants' salaries 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. For specialized academic support for special education services, the district has a Memorandum of Understanding with Tehama County Department of Education. Some of these services include a Resource Specialist, Speech Services, Occupational Therapy, and Adaptive Physical Education.

The school funds a counselor 5 days per week to support students and families with social-emotional needs. There is a full-time PE teacher and a .4 Music teacher as part of the Lassen View staff.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,422	\$48,481
Mid-Range Teacher Salary	\$66,252	\$73,129
Highest Teacher Salary	\$93,672	\$99,406
Average Principal Salary (Elementary)	\$0	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$126,374	\$138,991
Percent of Budget for Teacher Salaries	34.34%	29.34%
Percent of Budget for Administrative Salaries	4.84%	5.99%

Professional Development

Professional development is delivered during our 5 staff development days and minimum Wednesdays.

Our focus at the start of the school was Trauma-Informed Practices with all teaching and some paraprofessional staff.

Teachers may seek out and request staff development opportunities at any time during the year.

Near mid-year, our teaching staff divided into 3 school improvement teams- School Culture, Math Improvement, and Writing Improvement. We will spend the rest of our staff development time this year improving in all three of these areas and make decisions for future school years to provide consistency with students and staff.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5