

Lassen View Union Elementary

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

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

2022-23 School Overview

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, 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 360 students in K–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 sports are boys and girls basketball, and spring sports are cross-country and softball. An e-sports team was created this year

2022-23 School Overview

and we plan to have two seasons this year.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	37
Grade 2	53
Grade 3	40
Grade 4	27
Grade 5	38
Grade 6	38
Grade 7	42
Grade 8	37
Total Enrollment	357

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	0.6
Asian	0.0
Black or African American	1.4
Filipino	0.0
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.1
White	75.6
English Learners	3.6
Foster Youth	0.8
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	38.4
Students with Disabilities	7.0

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Benchmarks Advanced (K-5) and Study Sync (6-8)	Yes	0%
Mathematics	Math Expressions (K-5) and College Preparatory Mathematics aka CPM (6-8)	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		
Science Laboratory Equipment (grades 9-12)	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		Some floors have water damage and need replacement. Some classrooms have been replaced/repared with new tile and/or carpet. There is a plan to start replacing classroom flooring.
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. Bathroom on primary side had sinks lowered and refinished. The fountain outside the restroom was fixed and refinished.

School Facility Conditions and Planned Improvements

			<p>Bathroom for middle school had some major improvements in the summer of 2019. Ceiling tiles were replaced, painting was completed, and toilets were improved.</p> <p>The district has been working with Semingson Engineering to move toward modernization and facility hardship in a number of areas including restrooms.</p> <p>We have also applied for the Calshape Grant and was awarded over \$60,000. Some of that money will be used for plumbing upgrades.</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Our windows are not dual pane and need to be replaced for energy efficiency.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	57	N/A	57	N/A	47
Mathematics (grades 3-8 and 11)	N/A	48	N/A	48	N/A	33

2021-22 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	219	216	98.63	1.37	56.94
Female	118	117	99.15	0.85	61.54
Male	101	99	98.02	1.98	51.52
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	46	46	100.00	0.00	47.83
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	166	163	98.19	1.81	58.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	82	82	100.00	0.00	51.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	4.76

2021-22 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	219	215	98.17	1.83	47.91
Female	118	117	99.15	0.85	47.86
Male	101	98	97.03	2.97	47.96
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	46	46	100.00	0.00	32.61
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	166	162	97.59	2.41	51.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	82	82	100.00	0.00	35.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	29.87	42.25	29.87	42.25	28.5	29.47

2021-22 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	72	71	98.61	1.39	42.25
Female	34	34	100	0	41.18
Male	38	37	97.37	2.63	43.24
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100	0	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	55	54	98.18	1.82	48.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100	0	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100	100	100	100	100
Grade 7	100	100	100	100	100

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	382	376	52	13.8
Female	197	195	31	15.9
Male	185	181	21	11.6
American Indian or Alaska Native	2	2	1	50.0
Asian	0	0	0	0.0
Black or African American	5	5	1	20.0
Filipino	0	0	0	0.0
Hispanic or Latino	83	83	11	13.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	288	282	39	13.8
English Learners	15	15	3	20.0
Foster Youth	6	6	2	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	172	169	34	20.1
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	41	41	7	17.1

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.70	1.70	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.24	0.52	0.24	0.52	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52	0.00
Female	0.51	0.00
Male	0.54	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.35	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 added a PA system that can be heard on all parts of our 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 2022 by both the School Site Council and our Board of Trustees.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25		2	
1	25		1	
2	23		1	
4	62			1
5	34			1
6	30		1	
Other	25		4	

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

2021-22 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

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	1.0
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$70,792
Percent Difference - School Site and District	N/A	N/A	-5.6	-13.4
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	5.1	-17.9

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,521	\$46,844
Mid-Range Teacher Salary	\$63,704	\$73,398
Highest Teacher Salary	\$90,069	\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$119,130	\$136,296
Percent of Budget for Teacher Salaries	34%	30%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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

Five staff members participated in a Fred Jones (classroom management and student discipline) training over the summer.

Due to many students struggling with reading, we began a leveled program called Reading Mastery this year. All students in grades K-5 are leveled for a 35 minute block and transition to their group throughout campus. Our training this year has been focused on Reading Mastery. In addition, there are new Transitional Kindergarten expectations over the next couple of years and our staff has signed up for trainings. Our TK/K teachers and our Education Specialist will have some training this year on dyslexia.

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

There has been staff development training for food service, business management, physical education, and management in addition to the instructional professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5