Desert View Elementary School

1555 West Avenue H-10 • Lancaster, CA, 93534-1371 • 661-942-9521 • Grades K-6
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Lancaster School District
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School Description

We believe in providing an environment and experiences by which individuals can develop mentally, physically, emotionally, socially, creatively, and morally.

We believe in imparting transferable skills, knowledge, and values that will help our students surmount the challenges they will meet.

We believe in providing successful learning experiences for students of all ability levels, by using a variety of instructional materials, methods, technology, experiential opportunities, and teaching styles.

We believe in providing a school climate that maintains excellence in all facets of education, maximizes each child's potential, enhances each student's self-image, promotes awareness of the importance of education, fosters a sense of belonging, and inspires in each student a sense of responsibility to the school, to the environment, to self, and to others.

Students, parents, and staff will work as partners to provide a rigorous education in an environment that engages and empowers all children to become life-long learners. Students will be thinking, literate, productive, responsible, and ethical individuals who will be able to compete in and contribute to a diverse global society.

The educational community, as a reflection of society, should demonstrate concern and respect for others.

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	127
Grade 1	107
Grade 2	117
Grade 3	109
Grade 4	119
Grade 5	121
Grade 6	100
Total Enrollment	800

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	33.3
American Indian or Alaska Native	0.6
Asian	1
Filipino	1.3
Hispanic or Latino	51.4
Native Hawaiian or Pacific Islander	0.1
White	9
Two or More Races	3.4
Socioeconomically Disadvantaged	89.9
English Learners	17.8
Students with Disabilities	10.9
Foster Youth	3.5

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			
Desert View Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	30	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lancaster School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	592
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Desert View Elementary School	**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	99.7	0.3
High-Poverty Schools	99.9	0.1
Low-Poverty Schools	59.3	40.7

* 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)

With the exception of Reading/Language Arts, all textbooks were selected from the most recent list of standards-based materials adopted by the California State Board of Education and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Textbooks are chosen after careful review and piloting by teachers and then are approved by the Board of Trustees. There are textbooks/instructional materials for each student in each subject. All books are in good to fair condition.

New materials were adopted by the State Board during the 2015/16 school year for Reading/Language Arts. The District will review these materials during the year, conduct a pilot by teachers and submit for Board approval during the 2016/17 school year, and new Reading/Language Arts materials will be purchased for use by all students beginning in August of 2017.

Textbooks and Instructional Materials Year and month in which data were collected: September, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	K-5 Houghton Mifflin Medallion / 2009 6 McDougal Littell The Language of Literature / 2002 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Mathematics	K-5 McGraw Hill My Math 2014 6 McGraw Hill California Math 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	K-5 Pearson Scott Foresman California Science / 2007 6 Glencoe Focus on Science / 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	K-5 Pearson Scott Foresman History-Social Science for California / 2006 6 McDougal Littell California Middle School Social Studies / 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

General
The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

School Buildings
Desert View School was built in 1957 and modernized in 2001. It has a large main building that houses the front, health, and principal's offices, cafeteria, staff lounge, and library. Desert View has two computer labs and a total of 39 classrooms. Twenty-two classrooms are permanent and 17 are re-locatable.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2016-17 school year, the district has budgeted $1,951,000.00 for the deferred maintenance program.,

Deferred Maintenance Projects
The natural gas line throughout the school is being replaced - will be complete by January, 2017.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 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		
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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	19	24	25	32	44	48
Math	7	9	13	16	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	51	45	39	46	42	40	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	24.3	19.8	9.9

* 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	116	114	98.3	38.6
Male	62	60	96.8	38.3
Female	54	54	100.0	38.9
Black or African American	40	39	97.5	25.6
Hispanic or Latino	55	55	100.0	49.1
White	14	14	100.0	35.7
Socioeconomically Disadvantaged	101	99	98.0	36.4
English Learners	19	19	100.0	36.8
Students with Disabilities	17	17	100.0	23.5

* 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	112	112	100.0	23.4
	4	137	129	94.2	21.7
	5	117	116	99.2	22.6
	6	108	107	99.1	28.0
Male	3	61	61	100.0	25.0
	4	78	73	93.6	15.1
	5	62	62	100.0	19.7
	6	52	52	100.0	17.3
Female	3	51	51	100.0	21.6
	4	59	56	94.9	30.4
	5	55	54	98.2	25.9
	6	56	55	98.2	38.2
Black or African American	3	34	34	100.0	24.2
	4	46	43	93.5	9.3
	5	41	40	97.6	15.4
	6	42	42	100.0	23.8
Hispanic or Latino	3	60	60	100.0	20.0
	4	66	63	95.5	27.0
	5	55	55	100.0	25.4
	6	53	52	98.1	21.1
White	3	11	11	100.0	36.4
	4	12	10	83.3	40.0
	5	14	14	100.0	28.6

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
Socioeconomically Disadvantaged	3	105	105	100.0	22.1
	4	124	118	95.2	21.2
	5	102	101	99.0	20.0
	6	102	101	99.0	24.8
English Learners	3	23	23	100.0	8.7
	4	32	32	100.0	25.0
	5	19	19	100.0	5.3
	6	16	16	100.0	12.5
Students with Disabilities	4	27	25	92.6	8.0
	5	17	17	100.0	
	6	22	21	95.5	4.8

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	112	110	98.2	20.0
	4	137	130	94.9	7.0
	5	117	113	96.6	3.5
	6	108	107	99.1	4.7
Male	3	61	60	98.4	23.3
	4	78	74	94.9	6.8
	5	62	60	96.8	3.3
	6	52	52	100.0	5.8
Female	3	51	50	98.0	16.0
	4	59	56	94.9	7.3
	5	55	53	96.4	3.8
	6	56	55	98.2	3.6
Black or African American	3	34	33	97.1	12.1
	4	46	43	93.5	4.7
	5	41	40	97.6	2.5
	6	42	42	100.0	2.4

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	60	60	100.0	18.3
	4	66	64	97.0	6.3
	5	55	53	96.4	3.8
	6	53	52	98.1	3.9
White	3	11	10	90.9	50.0
	4	12	10	83.3	10.0
	5	14	14	100.0	7.1
Socioeconomically Disadvantaged	3	105	103	98.1	18.4
	4	124	119	96.0	5.9
	5	102	98	96.1	4.1
	6	102	101	99.0	3.0
English Learners	3	23	23	100.0	8.7
	4	32	32	100.0	6.3
	5	19	17	89.5	
	6	16	16	100.0	
Students with Disabilities	4	27	26	96.3	3.9
	5	17	17	100.0	
	6	22	21	95.5	4.8

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)
We seek to build positive partnerships with families and the community. The following opportunities for involvement exist at Desert View Elementary School:

• Parent Teacher Organization
• School Site Council
• English Learner Advisory Committee

There are numerous other ways to get involved in your child's education. For further information, contact Principal Eric George at 661-942-9521.

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

Safety Plans are revised and reviewed annually with the staff and School Site Council at the beginning of each school year. Key elements addressed by the plan include:

- Child abuse reporting procedures
- Disaster procedures regarding teacher notification of dangerous students
- Sexual harassment policy
- School-wide dress code

- Provisions for safe ingress and egress to and from school
- Provisions for a safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting hate crime

A full description of all elements is available from the school office or from the Pupil Safety and Attendance Department of the District Office.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.3	4.6	8.6
Expulsions Rate	6.1	0.0	0.1
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	8.5	7.2	8.2
Expulsions Rate	0.4	0.3	0.2
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	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		19
Percent of Schools Currently in Program Improvement		95.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.51
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	1.25
Social Worker	0
Nurse	.28
Speech/Language/Hearing Specialist	1.14
Resource Specialist	0
Other	0
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	29	23	23	2	12	12	35	36	36			
1	24	28	28	3	4	4	32	32	32			
2	26	24	24	3	4	4	31	32	32			
3	24	26	26	3	3	3	36	36	36			
4	32	32	32	2	4	4				27	27	27
5	25	26	26	17	12	12	9	9	9	27	27	27
6	24	23	23	6	17	17	18				18	18

Professional Development provided for Teachers

The Lancaster School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core and cornerstone programs including, but not limited to: 21st Century Instructional Strategies, Unit and Lesson Design and Delivery, Data Analysis, Leadership Training, Thinking Maps, Writing Instruction, Coaching, Direct Instruction, Building Academic Vocabulary, NGSS training, Culturally Responsive Teaching and Learning, Integrating Technology into the Classroom, PBIS, Intervention, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Ongoing opportunities include inservices during and after the work day as well as through site and district in class and on site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The 2016-17 school year calendar allows for 38 minimum days in which 17 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other inservices that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

Professional development supporting our instructional programs and services for students is also provided for our classified staff members. Additionally, workshops designed to improve technology skills, provide training with key software programs utilized in the district, and offer information on personal excellence and social responsibility are included in the professional development course offerings for classified staff throughout the school year.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$38,998	$44,573
Mid-Range Teacher Salary	$68,826	$72,868
Highest Teacher Salary	$90,592	$92,972
Average Principal Salary (ES)	$117,863	$116,229
Average Principal Salary (MS)	$119,232	$119,596
Average Principal Salary (HS)		$121,883
Superintendent Salary	$183,164	$201,784
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	5%	5%

* 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	$5,662	$1,602	$4,060	$71,206
District	♦	♦	$4,036	$71,577
State	♦	♦	$5,677	$75,137
Percent Difference: School Site/District			0.6	-0.5
Percent Difference: School Site/ State			-28.5	-5.2

* Cells with ♦ do not require data.

Types of Services Funded

Local Control Funding Formula (LCFF) Base, Supplemental, and Concentration funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to insure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas. Before and after school tutoring for at risk and EL students may also be available through Title I funding.

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.