

LASSEN AND SPRING RIDGE COMMUNITY DAY SCHOOLS

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



GRADES: Lassen CDS (11-12) | Spring Ridge CDS (9-10)
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Todd Cutler, Ed. D.
Superintendent
Brett A. Mitchell
Principal

Principal's Message

Lassen Union High School District (LUHSD) is a rural district located in the city of Susanville, nestled in the heart of Lassen County in northeastern California. Susanville and its surrounding towns are over two hours driving time from larger cities of Reno, Nevada; Redding, California; Chico, California; or Klamath Falls, Oregon. The major population areas are concentrated around Susanville, Janesville, and Litchfield. The District transportation department buses students from as far as 55 miles each day.

LUHSD provides both a comprehensive high school program (Lassen High School) and alternative high school programs at Credence High School (continuation), the Alternative Learning Center (independent study), Lassen Community Day School (grades 11-12), Spring Ridge Community Day School (grades 9-10), Diamond Mountain Charter High School, and the LUHSD adult school Diploma Gold.

Lassen and Spring Ridge Community Day Schools (CDS) are located in Susanville, California. CDS is housed in a District building adjacent to Lassen High School, separated by a privacy fence. CDS is in its eleventh year as a program to provide a quality educational option for at-risk students exhibiting negative behavior inappropriate for the traditional school atmosphere. CDS students receive high quality instruction utilizing the District Expected Schoolwide Learning Results (ESLRs) and California Standards-approved curriculum in a caring, nurturing environment emphasizing respect, resiliency curriculum, and prevention/intervention programs and activities.

Students enrolled at CDS have violated the District's Zero Tolerance Policy and/or *California Education Code* or are severely at risk (such as exhibiting behavioral problems, substance abuse, or severe defiance or are on a formal probation). The program has two full-time multiple subject credentialed teachers, one part-time teacher assistant, a part-time Resource Specialist, a part-time County Office psychologist, a part-time counselor, and a part-time principal.

Improvements to the program have resulted in improved student/parent counseling, timely enrollment and assessment of new students, improved student attendance, improved security/safety procedures, and increased support for meaningful rigorous instruction.

School Mission and Goals:

LUHSD has adopted a mission statement to guide the District in developing high quality educational opportunities promoting lifelong learning for students and staff throughout all schools in the District.

Our mission is to provide all students with a safe, caring, and supportive environment. All students will engage in rigorous and relevant coursework to prepare them for successful transitions, enabling them to attain desirable life goals. The organization will evaluate and value the unique contributions and potential of every member of our school community; we encourage innovation in curriculum, technology, and methods, along with personal and professional growth in everyone.

LEARNING FOR LIFE
LASSEN UNION
HIGH SCHOOL DISTRICT

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We are committed to educating our students in mind, body and spirit. Underlying our mission is the belief that all students can learn, teachers provide a standards-based teaching/learning environment, hard work promotes achievement, and learning is a life-long activity.

Students in the District are held accountable to Expected Schoolwide Learning Results, commonly known as the ESLR's.

The seven ESLR's are:

- Managing resources
- Effective communication
- Being a responsible citizen
- Be technologically literate
- Be a self directed learner
- Proficiency in reading, math and writing
- Able to critically think and problem solve

With these skills, students that graduate from the District are armed with tools for success.



A California Distinguished School

Class Size

The bar graphs display the three-year data for average class size.

06-07 07-08 08-09



Professional Development

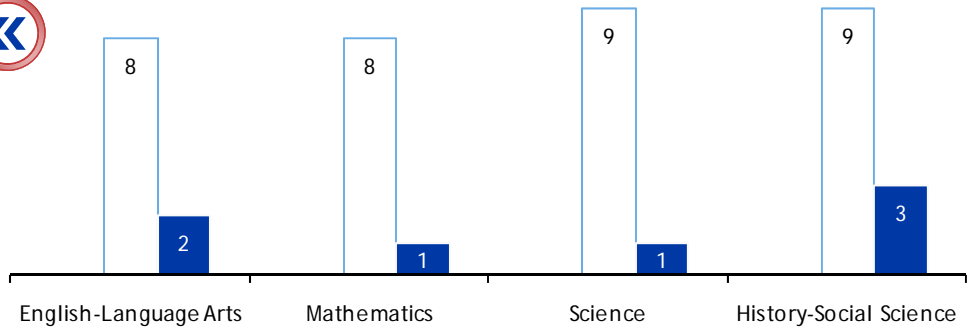
Teachers are encouraged to develop and adopt curriculum, methodologies, and organizational strategies to improve all facets of the school's operation, environment, and student learning.

Substitute time is available for curriculum development, and professional training. The staff development program has provided district-wide development and implementation of Expected Schoolwide Learning Results (ESLRs) and California Standards-based DATA driven curriculum throughout all schools in the District.

The District provides ongoing California Technology Assistance Program (CTAP) training as a result of the California Digital High School Award.

For the previous three school years, we had three days each year dedicated to staff and professional development.

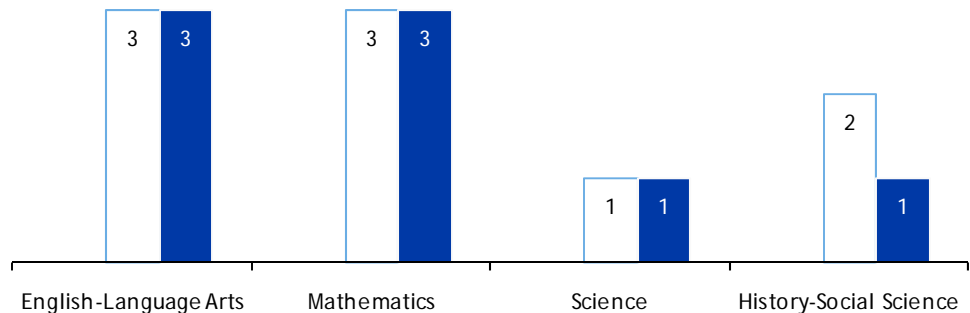
Class Size: Lassen CDS



Class Size Distribution — Number of Classrooms By Size

Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts				1			3		
Mathematics				1			3		
Science				1			3		
History-Social Science				1			3		

Class Size: Spring Ridge CDS



Class Size Distribution — Number of Classrooms By Size

Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts				2			2		
Mathematics				2			2		
Science				2			4		
History-Social Science				2			1		

Enrollment and Demographics

Lassen Community Day School serves students in grades 11-12 and Spring Ridge Community Day School serves students in grades 9-10. Due to low enrollment, no demographics chart is shown for Lassen and Spring Ridge Community Day Schools. For the 2008-09, the total enrollment at Lassen Community Day School was eight and the total enrollment at Spring Ridge Community Day School was four.

Parental Involvement

Lassen and Spring Ridge Community Day Schools students are recognized for their successes personally and academically by the staff and administration. Parents and relatives are personally invited to participate in school activities and field trips. Teachers personally contact parents on the progress of students and send home weekly progress reports by request, and the administration strives to communicate regularly with parents and guardians. Parents are invited to back to school night, and participate in graduation and the end-of-the-year school trip. Students are recognized for a successful year by going on an end-of-the-year trip.

For more information on how to become involved, contact Brett A. Mitchell, Principal, at (530) 257-5566.

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds		✓		
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on October 8, 2009, and the inspection form was most recently completed on October 8, 2009.



School Facilities

Lassen and Spring Ridge Community Day Schools are located adjacent to the traditional high school campus in a District building with two large classrooms, a small classroom for art, an isolation room, and staff office. The school was built in 1960. The playground consists of blacktop with a basketball hoop. The staff utilize nearby parks and tennis courts for recreation activities (weather permitting). To prevent intermingling of students, a security chain link fence separates the school. The CDS facility is approximately five blocks from the CDS Principal's office.

The District employs a team of six custodians and four maintenance staff who are responsible for maintaining the campus and insuring cleanliness to meet health and safety standards. The custodial team works during the evening hours to clean and sanitize the facility. The maintenance team works responding to work orders initiated by staff. The campuses are clean, well kept, appealing to the eye, and are not subject to any complaints under the recently enacted the *Williams Settlement*. The Director of Maintenance/Operations conducts quarterly inspections of the sites.

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 2009-10 school year, the District budgeted \$17,000 for the Deferred Maintenance Program. This represents 0.15% of the District's general fund budget.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%
Science Laboratory Equipment (Grades 9-12)	✧
✧ Not applicable.	



Textbooks and Instructional Materials

During the last ten years, LUHSD has followed a textbook adoption cycle, tagging the purchase of textbooks and supplementary materials, and meeting the California State Standards-based curriculum. All textbooks and supplemental materials are approved by the LUHSD school board. Each year, the LUHSD school board holds a public meeting to certify that the textbooks and instructional materials for the District are sufficient as required by law, that an adequate number of textbooks are provided for all students, and comply with the requirements of Section 60119 of the *California Education Code*.

Students have access to Standards-aligned textbooks; there are ample texts for all students in the school. Instructional materials in the core curriculum areas of reading/language arts, math, science, history-social science, and health textbooks are State Board approved.

Textbooks and Instructional Materials: Lassen CDS

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Holt	2004
Mathematics	McDougal/Houghton Mifflin	2003
Science	Harcourt Brace	2005
Science	McGraw-Hill, Prentice Hall	2008
History-Social Science	State Standards-Based Texts, Board Approved	2005
History-Social Science	Glencoe	2008
History-Social Science	Glencoe	1999

Note: This data was most recently collected and verified in October 2009.

Textbooks and Instructional Materials: Spring Ridge CDS

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Holt	2004
Mathematics	McDougal/Houghton Mifflin	2003
Science	Harcourt Brace	2005
Science	McGraw-Hill, Prentice Hall	2008
History-Social Science	State Standards-Based Texts, Board Approved	2005
History-Social Science	Glencoe	2008

Note: This data was most recently collected and verified in October 2009.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.



School Safety

The District has standard operating procedures for all sites, which include evacuation plans, lockdown plans, and protocols for emergency situations. The plans also include emergency telephone numbers, locations of shut off valves for utilities, and aerial photos that can be supplied to emergency personnel. The Lassen County Office of Education is also involved in the emergency planning efforts through a cooperative relationship with the Lassen County Sheriff's Department, Susanville Police Department, and the Office of Emergency Services for Lassen County. Staff reviews school safety plans every September when drills are conducted for evacuation and lockdown trainings. The most recent trainings and updates to the plan occurred in August 2009.



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

STAR Results for All Students: Three-Year Comparison

The STAR results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area.

The table below shows the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. Please note scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Lassen and Spring Ridge Community Day Schools.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the information guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Percentage of Students Scoring At Proficient or Advanced Levels

	Lassen CDS			Spring Ridge CDS		
	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	❖	❖	❖	❖	❖	❖
Mathematics	❖	❖	❖	❖	❖	❖
Science	❖	❖	❖	❖	❖	❖
History-Social Science	❖	❖	❖	❖	❖	❖
	Lassen UHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	43%	40%	47%	43%	46%	50%
Mathematics	18%	20%	23%	40%	43%	46%
Science	36%	47%	50%	38%	46%	50%
History-Social Science	25%	34%	40%	33%	36%	41%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Lassen and Spring Ridge Community Day Schools. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates						
	Lassen CDS			Spring Ridge CDS		
	05-06	06-07	07-08	05-06	06-07	07-08
Graduation Rate	93.2	90.5%	86.1%	◆	◆	◆
1-year Dropout Rate	0.0%	83.3%	0.0%	◆	◆	◆
	Lassen UHSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08
Graduation Rate	93.2%	90.5%	86.1%	83.4%	80.6%	80.2%
1-year Dropout Rate	1.3%	3.9%	2.4%	3.5%	4.4%	3.9%

◆ Information not available.

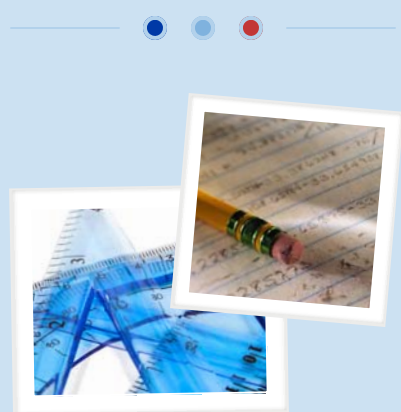
Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Lassen CDS		
06-07	07-08	08-09
0.167	1.000	0.000
Spring Ridge CDS		
06-07	07-08	08-09
0.167	5.500	0.000
Lassen UHSD		
06-07	07-08	08-09
0.115	0.036	0.000
Expulsion Rate		
Lassen CDS		
06-07	07-08	08-09
0.167	0.000	0.000
Spring Ridge CDS		
06-07	07-08	08-09
0.000	0.500	0.500
Lassen UHSD		
06-07	07-08	08-09
0.005	0.016	0.027



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitness-gram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitness-gram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Spring Ridge Community Day School. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria						
	Lassen CDS		Spring Ridge CDS		Lassen UHSD	
Met Overall AYP	Yes		◇		No	
AYP Criteria	English-Language Arts	Math	English-Language Arts	Math	English-Language Arts	Math
Participation Rate	Yes	Yes	◇	◇	Yes	Yes
Percent Proficient	Yes	Yes	◇	◇	No	Yes
API	Yes		◇		Yes	
Graduation Rate	Yes		◇		Yes	

◇ Information not available.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program			
	Lassen CDS	Spring Ridge CDS	Lassen UHSD
Program Improvement Status	Not In PI	Not In PI	Not In PI
First Year of Program Improvement	◇	◇	◇
Year in Program Improvement	◇	◇	◇
Number of Schools Identified for Program Improvement			0
Percent of Schools Identified for Program Improvement			0.0%

◇ Not applicable.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission		
	Lassen CDS	Spring Ridge CDS
	07-08	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	45.2%	◆
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◆	◆

◆ Information not available.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		
	Lassen CDS	Spring Ridge CDS
	08-09	08-09
Number of Pupils Participating in CTE	0	0
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	0.0%	0.0%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0.0%	0.0%

Career Technical Education Programs

Career classes are offered through the Regional Occupational Program generated at Lassen High School. Typically, students of this school are in need of extensive training, social development, and personal development in order to allot maturation time and discipline development.

The District offers several career tracks through the Regional Occupational Program (ROP). Dawn Egan is the primary representative of the district's career technical advisory committee. The industries represented are Business, Agriculture, Automotive, and Wood.

Students from any District school may attend ROP programs if their schedule permits. Classes are offered on the campus of Lassen High School. Career pathways are established in ninth and tenth grades that meet the prerequisite to enter the Capstone and advanced classes in ROP programs.

Programs are continually evaluated and revised to align with the recently released Career Technical Education Frameworks and the Content Standards adopted by the Department of Education. Statistics are kept on the number of students enrolled in CTE courses and the number of program completers.

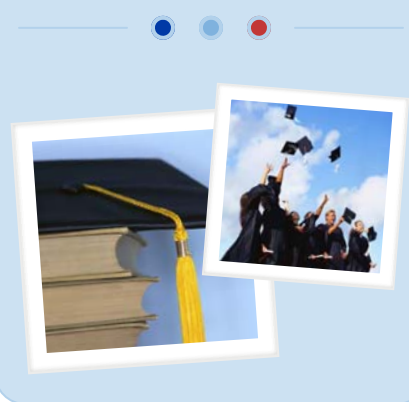
Lassen Union High School District offers the following ROP classes:

- ROP Landscaping Science
- ROP Floral Design
- ROP Computer Maintenance
- ROP AgArtWeld
- ROP Foods/Nutrition
- ROP Network Administration
- ROP AdvTechAuto
- ROP Wood 2
- ROP Ag Weld B
- ROP Accounting
- ROP Auto Body
- ROP Computer Operations

Courses Required for UC/CSU Admission

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.



Advanced Placement Courses

No information is available for Lassen and Spring Ridge Community Day Schools regarding advanced placement (AP) courses offered.



Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Special Education
- School Library Grant
- AB1113 School Safety & Violence Prevention

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Also note, scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Spring Ridge Community Day School. The CAHSEE does not apply to Lassen Community Day School. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	06-07	07-08	08-09	06-07	07-08	08-09
Spring Ridge CDS	❖	❖	❖	❖	❖	❖
Lassen UHSD	52.1%	59.9%	53.3%	49.6%	55.5%	55.4%
California	48.6%	52.9%	52.0%	49.9%	51.3%	53.3%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2008-09 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available and completion of high school graduation requirements does not apply to Spring Ridge Community day School. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	Lassen CDS	Lassen UHSD
All Students	❖	99%
Socioeconomically Disadvantaged	❖	100%
English Learners	❖	100%
Students with Disabilities	❖	50%
African American	❖	100%
American Indian or Alaska Native	❖	100%
Asian	❖	100%
Filipino	❖	❖
Hispanic or Latino	❖	100%
Pacific Islander	❖	❖
White	❖	100%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information							
	Lassen UHSD	Lassen CDS			Spring Ridge CDS		
Teachers	08-09	06-07	07-08	08-09	06-07	07-08	08-09
With Full Credential	44	1	1	1	1	0	1
Without Full Credential	2	0	0	0	0	1	0
Teaching Outside Subject Area of Competence		0	0	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions						
	Lassen CDS			Spring Ridge CDS		
	07-08	08-09	09-10	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0	0	0	*
Total Teacher Misassignments	0	0	0	0	0	*
Vacant Teacher Positions	0	0	0	0	0	*

* Not applicable. Spring Ridge Community Day School closed as of August 2009.

No Child Left Behind Compliant Teachers

No Child Left Behind Compliant Teachers		
	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Lassen CDS	76.9%	23.1%
Spring Ridge CDS	◆	◆
All Schools in District	97.2%	2.8%
High-Poverty Schools in District	86.4%	13.6%
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	0:0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.

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District Financial Data

District Salary Data

Category	Lassen UHSD	Similar Sized District
Beginning Teacher Salary	\$35,016	\$41,427
Mid-Range Teacher Salary	\$54,271	\$65,758
Highest Teacher Salary	\$79,798	\$85,310
Average Principal Salary	◆	\$114,010
Superintendent Salary	\$126,481	\$145,785
Teacher Salaries – Percent of Budget	29.7%	36.7%
Administrative Salaries – Percent of Budget	6.7%	6.3%

◆ Information not available.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

	Lassen CDS	Spring Ridge CDS
Total Expenditures Per Pupil	\$24,159	\$24,241
Expenditures Per Pupil From Restricted Sources	\$4,553	\$2,040
Expenditures Per Pupil From Unrestricted Sources	\$19,607	\$22,200
Average Teacher Salary	\$44,120	\$44,120

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Lassen CDS	\$19,607	\$44,120
Lassen UHSD	\$2,277	\$54,605
California	\$5,512	\$66,335
School and District – Percent Difference	+88.4%	-23.8%
School and California – Percent Difference	+71.9%	-50.4%
Spring Ridge CDS	\$22,200	\$44,120
Lassen UHSD	\$2,277	\$54,605
California	\$5,512	\$66,335
School and District – Percent Difference	+89.7%	-23.8%
School and California – Percent Difference	+75.2%	-50.4%