



Blosser Lane Elementary School

1275 Blosser Lane • Willits CA 95490 • (707) 459-3232 • Grades 3-5

Nancy Runberg, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Willits Unified School District

1277 Blosser Lane

Willits CA 95490

(707) 459-5314

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School Description

The staff at Blosser Lane Elementary School promotes a safe, respectful, and responsible learning environment. We believe that each student has the right to learn and achieve to his or her full potential. We strive to instill a love of learning in our students. We establish high expectations and standards of learning, and we accept collaborative responsibility for ensuring each student's growth.

This year we have five 3rd grade classrooms, four 4th grade classrooms, four 5th grade classrooms, two Resource Specialist Program classrooms, one Special Day class, one Counseling Enriched classroom, and one English Language Development classroom. We provide a full range of Special Education services, we have Gifted and Talented Education (GATE) cluster groups at each grade level, and provide English Language Development to all English Language learners. We use state adopted materials and teach the California state standards. Blosser has a full-time and a part-time counselor to support children's social emotional needs.

The curriculum is consistent and progressive. We use the same general education programs at each grade level in the areas of English Language Arts, Mathematics, Science, and Social Studies. Additional intervention classes are provided in the areas of reading, mathematics, and writing as needed. Time is set aside on Tuesdays for teachers to collaborate and discuss student learning and teaching strategies. Teachers continue to participate in staff development opportunities throughout the year.

Nancy Runberg, Principal

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	108
Grade 4	88
Grade 5	108
Total Enrollment	304

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	10.2
Asian	0.7
Hispanic or Latino	36.2
White	45.1
Two or More Races	1
Socioeconomically Disadvantaged	79.6
English Learners	19.1
Students with Disabilities	14.8
Foster Youth	2
Homeless	1

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

Teacher Credentials for Blosser Lane	17-18	18-19	19-20
With Full Credential	17	18	19
Without Full Credential	2	4	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Willits Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Blosser Lane Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company, 2017 edition Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Mathematics, 2016 edition, McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman, 2008 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt School Publishers, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Blosser Lane Elementary School opened in 1989. Visitors often comment on the beauty of the school campus. There is a school cafeteria and stage, 20 full-size classrooms, plus two special education rooms with restrooms and kitchens, one computer lab, one small book room, one small meeting area between rooms 16 and 17, one school psychologist office, two RSP classrooms (one with a restroom), and one speech and language classroom. We have four sets of student restrooms accessible from the outside, including one set also accessible from the inside of the cafeteria. The main office complex is located in the middle of the campus. The staff room, library, conference room, principal's office, main office, nurse's office, a restroom accessible from the outside, and three inside restrooms are located in the main office complex. The pavement is lined for basketball, kickball, four square, volleyball, tether-ball, relays, and 1/8 mile run. The custodians, maintenance department, staff and students take very good care of our campus. Restrooms, classrooms, and all other buildings and facilities are clean and regularly maintained. Most classrooms have had the carpeting replaced. New paneling has been installed on some of the exterior walls.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 09/06/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC plant needs replaced, current HVAC plant consumes huge amount of energy with little benefit
Interior: Interior Surfaces	Poor	ceiling stains, carpet seams separating and rippling, lower cabinet door missing, wall paper rippling and tears
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Lots of abandoned but remaining low voltage wiring creating visual clutter in classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Interior fountains all disconnected due to lead. Filtered hydration stations installed on outside of buildings at intervals.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Evidence of failing roofs in every wing, siding is curling and cracking from sun exposure

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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. 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); 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	19	21	28	31	50	50
Math	18	22	20	23	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	296	96.42	21.28
Male	161	156	96.89	17.95
Female	146	140	95.89	25.00
Black or African American	--	--	--	--
American Indian or Alaska Native	31	31	100.00	12.90
Asian	--	--	--	--
Hispanic or Latino	113	111	98.23	20.72
White	132	125	94.70	24.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	246	238	96.75	18.49
English Learners	66	66	100.00	13.64
Students with Disabilities	51	49	96.08	6.12
Students Receiving Migrant Education Services	13	13	100.00	7.69
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	297	96.43	22.30
Male	162	158	97.53	24.68
Female	146	139	95.21	19.57
Black or African American	--	--	--	--
American Indian or Alaska Native	31	31	100.00	29.03
Asian	--	--	--	--
Hispanic or Latino	113	112	99.12	20.72
White	132	124	93.94	26.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	247	240	97.17	17.57
English Learners	66	66	100.00	10.77
Students with Disabilities	51	49	96.08	10.20
Students Receiving Migrant Education Services	13	13	100.00	7.69
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Blosser Lane has an active School Site Council with parent, teacher, and administrative members. This group reviews and revises our school site plan, our safety plan, and reviews the categorical budget to support school improvement actions. Parent participation is requested in the determination and development of LCAP funding. The Kids Club of Willits operates an after school program at Blosser Lane until 6:00 p.m. each school day. Our PTO runs a Penguin Patch Holiday Shop event and assists at our book fairs, along with many other fund-raising activities. Parents are always encouraged to volunteer in classrooms, attend special events and ceremonies, and communicate verbally and/or in writing with the teachers throughout the year. For many years we have welcomed volunteer parents and community members in our classrooms. Many parents, community members, and high school students come to the school to assist our students and teachers in the classrooms and on the playground.

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.

School Safety Plan

The School Safety Plan is reviewed and revised annually to reflect the needs of the school community. The School Safety Committee, composed of representatives from each grade level and Special Education, begins the process by thoroughly reviewing the current safety plan. With input from the staff and the School Site Council, the plan is revised and approved by the School Site Council. The Positive Behavior Intervention Support (PBIS) program is a component of our School Safety Plan along with specific information and responsibilities to be performed by staff in the event of an emergency or disaster.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.0	4.4	7.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.8	4.9	5.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	2.5

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
3	23		5		23		4		21	2	3	
4	23	1	4		22	1	4		21	1	3	
5	24		4		19	2	4		22	1	4	
Other**									8	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development. This year we have been focusing on research based intervention programs, progress monitoring tools, data reflection and discussions of Common Core State Standards. Staff is being supported by the Mendocino County Office of Education in the development of Positive Behavior Intervention Support (PBIS) and Multi-Tiered Systems of Support (MTSS). The staff is also receiving professional development in the area of Unlocking the Reading Code and Unlocking the Grammar Code to support the instruction of literacy and grammar. Three days per month, during our short days, teachers meet in Professional Learning Communities to review data, curriculum and plan for student success. During this time, staff also reflects upon needs for their programs.

Results of state, district, and classroom assessments are analyzed to develop needed professional development for Blosser Lane Elementary School. The site staff has focused upon:

1. Align pacing guides with state standards/curriculum's
2. Create and develop an intervention program for both ELA and Math that supports struggling students as well as implementing extension materials for students that are Proficient/Advanced
3. Develop a school wide Writing program

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,834	\$43,574
Mid-Range Teacher Salary	\$58,336	\$63,243
Highest Teacher Salary	\$83,753	\$86,896
Average Principal Salary (ES)	\$98,911	\$103,506
Average Principal Salary (MS)	\$112,119	\$108,961
Average Principal Salary (HS)	\$87,050	\$108,954
Superintendent Salary	\$159,650	\$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	30%
Administrative Salaries	6%	6%

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

Types of Services Funded

Additional intervention classes are provided in the areas of reading, mathematics, and writing as needed. Time is set-aside on Tuesday afternoons for teachers to collaborate and discuss student learning and teaching strategies. Teachers continue to participate in staff development opportunities throughout the year. Paraprofessionals are utilized in the development and implementation of small group instruction and intervention.

There is a focus on research based intervention programs, progress monitoring tools, data reflection and discussions of Common Core State Standards. Staff is being supported by the Mendocino County Office of Education in the development of Positive Behavior Intervention Support (PBIS) and Multi-Tiered Systems of Support (MTSS).

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,910.05	\$3,434.79	\$9,475.26	\$56,116.27
District	N/A	N/A	\$9,736.83	\$56,792.00
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.7	-1.2
School Site/ State	23.2	-14.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.