



Lassen Antelope Volcanic Academy (LAVA Charter School)

1660 Monroe St. • Red Bluff • 530.727.9495 • Grades 5-8

Jake Fuller, Principal

jfuller@antelopeschools.org

<https://lcs-aesd-ca.schoolloop.com/>

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



Antelope Elementary School District-LAVA Charter School

22630 Antelope Blvd.

Red Bluff

530-527-1272

<http://aesd-ca.schoolloop.com/>

District Governing Board

Daniel L Boone, President

Patricia Spangle, Clerk

Greg Gozzo, Board Member

Wade Kittle, Board Member

Kevin Busekist, Board Member

District Administration

Jim Weber

Superintendent

Jake Fuller

Director, LAVA Charter School

John Sheffield

**Principal, Antelope Elementary
School**

Levi Gonzalez

Principal, Berrendos Middle School

One size does not fit all!

Students and parents need educational opportunities. In communities, small and large, too many students are forced to conform to an educational model that does not fit their learning styles. This problem is often greatest in smaller towns where there are fewer schools from which to choose. The leadership team for this charter recognizes that this must change in our area. Our mission is to provide students and their parents with an academically challenging educational experience that has relevance to 21st Century Learners. We will strive to create an environment that offers choice, variety, and hands-on learning. We believe that students learn best when freed of the constraints of the regimented practices of the past. By employing inquiry-based, thematic units of study and hands-on fieldwork opportunities, our school will allow students to progress at a rate that is commensurate with their skills, and interests. Furthermore, our model allows for students to accelerate their learning beyond typical 'teacher centered' classroom instruction.

LAVA Charter School will strive to develop a culture that allows students to acquire the skills and knowledge that will motivate them to become lifelong learners. It is our goal to transition each student successfully to higher education or the workplace, and become a productive member of a democratic society that allows all students equal opportunity and access to this process.

LAVA Charter School is located approximately 130 miles north of Sacramento in the city of Red Bluff. We are a 5th-8th grade middle school in the Antelope Elementary School District. LAVA Charter School opened in August of 2016. The enrollment for 2018-2019 was 100 students.

LAVA offers hybrid and traditional Independent Study Programs. Our hybrid students attend 3-5 days each week. Students may choose to attend core classes only (math, English, Spanish, science, and social science) from the hours of 8:30-12:30. Most, however, attend afternoon classes that enrich or provide additional support in order to meet student's needs. Hybrid ISP students are required to complete 80% of all assigned work in order to remain eligible for LAVA's programs. Traditional ISP students are required to attend, by appointment, a minimum of once per week with the assigned teacher. Traditional ISP students are required to complete 80% of all assigned work in order to remain eligible for LAVA's programs.

LAVA Charter School has a unique relationship with Lassen Volcanic National Park. Through our agreement, we have access to the park, its rangers and instructors, and its resources that few schools can offer. LAVA students travel to the park several times per year to learn natural sciences from experts in their respective fields. Furthermore, Lassen Volcanic National Park has representation on LAVA's Advisory Board.

LAVA's campus diversity includes students identified as 71.74% White (NON-HISPANIC), 22.8% Hispanic or Latino, 1.06% African American and 3.26% Multi-ethnic (NON-HISPANIC). LAVA is designed to meet each child's physical, intellectual, emotional and social needs in a safe and comfortable setting. The school structure is flexible and adaptable allowing students to attend ½ or full days. The school's climate, like learning, is a continually changing process, and one that we try to keep evolving using the latest educational theories and research as well as some of the more traditional views of education. Technology is an integral facet of learning at LAVA Charter School. Students have 1-to-1 access to chrome book devices in every classroom where there is a focus on developing 21st century digital learning skills.

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 5	16
Grade 6	18
Grade 7	26
Grade 8	27
Total Enrollment	87

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	18.4
White	75.9
Two or More Races	5.7
Socioeconomically Disadvantaged	47.1
Students with Disabilities	12.6
Homeless	1.1

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 Lassen Antelope	17-18	18-19	19-20
With Full Credential	2.5	3	5
Without Full Credential	1.5	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Antelope Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	41
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lassen Antelope Volcanic Academy (LAVA Charter 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)

LAVA Charter School, part of The Antelope School District, sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions will be conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and the Antelope School District governing board. The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance. Adopted 2017. 5th Grade Holt Literature and Language Arts. Adopted 2010. 6th-8th Grade The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt California Math Expressions Common Core. Adopted 2016. 5th & 6th Grade Carnegie Learning. 7th & 8th Grade The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Discovery Education Scholastic ScienceFlix The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin History-Social Science. Adopted 2007. 5th Grade Prentice Hall. Social Science Adopted 2006. 6th-8th Grade The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Prentice Hall Realidades. Adopted August 2016. 5-8th Grade Spanish (Spanish 1A & 1B) 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)

LAVA Charter School is a single building school. LAVA has 4 classrooms, 1 science lab/classroom, and a multipurpose room. There is one student bathroom for girls which has 3 stalls. There is one student bathroom for boys that has 2 urinals and 2 stalls. We continually work on keeping LAVA a clean, safe and well-kept campus. Periodic inspections are done by outside agencies and by designated individuals within the district. The LAVA Campus includes a blacktop with a basketball hoop, a small field for soccer, and a tether ball pole.

All parts of the building are alarmed for fire. Fire drills are held on a monthly basis. All parts of the building are alarmed for intruders.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	56	49	57	50	50	50
Math	28	35	46	45	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	31.2	25.0	37.5
7	41.7	12.5	16.7

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	100	96	96.00	48.96
Male	50	48	96.00	47.92
Female	50	48	96.00	50.00
Hispanic or Latino	22	21	95.45	23.81
White	75	72	96.00	54.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	53	96.36	39.62
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	100	96	96.00	35.42
Male	50	48	96.00	35.42
Female	50	48	96.00	35.42
Hispanic or Latino	22	21	95.45	14.29
White	75	72	96.00	38.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	53	96.36	26.42
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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)

LAVA's Advisory Board offers opportunities for parent and community stakeholders to advise and provide input to district administration. Each year, a parent volunteer is solicited to be a part of our board. This parent serves as a liaison between families and LAVA Charter School.

Parents are required to meet with the school staff once every 4 weeks to review and sign work records and attendance reports.

Parents are welcome and encouraged to attend district level board meetings and LCAP Meetings.

Parents are also encouraged to get involved in our many learning opportunities we experience at Lassen Volcanic Park.

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

Safety of students and staff is a primary concern of LAVA Charter School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was recently updated by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by classified and certificated staff, and classified staff supervise students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the office when entering the campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	2.3	3.8
Expulsions Rate	0.0	0.1	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.1
Other	

* 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.

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	3

Teachers at all Antelope School District sites received a minimum of two days of release time to meet with grade level teams. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data. LAVA teachers are encouraged to collaborate with Antelope School District staff to form a more cohesive, and well-trained staff.

LAVA is aligning its PD focus with the County LCAP goals and directing out time and resources to learning and teaching healthy SEL practices to help serve our high percentage of ACES.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	42000	\$45,252
Mid-Range Teacher Salary	58500	\$65,210
Highest Teacher Salary	79500	\$84,472
Average Principal Salary (ES)	0.0	\$107,614
Average Principal Salary (MS)	86006.00	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$116,000	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	31%
Administrative Salaries	6%	7%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9563.00	1049.00	8514.00	49851.00
District	N/A	N/A	8851.00	65542.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.9	-27.2
School Site/ State	12.6	-26.3

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.

Types of Services Funded

The programs and supplemental services align with the priorities and goals identified in LAVA's Local Control Accountability Plan. Academic intervention is offered in language arts and mathematics to students needing additional support.

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.