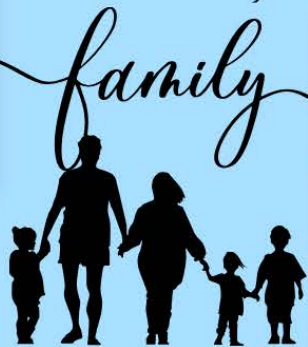


Thompson Peak Charter School



Thompson Peak 2023 Winter Program

K-10th Drama Class students performed in front of a crowd. K-2nd students sang a song to celebrate the many winter traditions



Our wonderful PTSA providing dinner for our students and families



Gingerbread house created by a student on family night

Happy New Year 2024



LVS Doyle

Board Report

12/18/2023

*For the month of December, the school theme was The Grinch. Staff and students participated in activities based around Dr. Suess's story of The Grinch.

- Throughout the month classes and staff participated in a Grinch themed door decorating contest. We had various community members judge and pick their favorite doors. The 5th/6th grade class will be celebrating their win with Mrs. B.



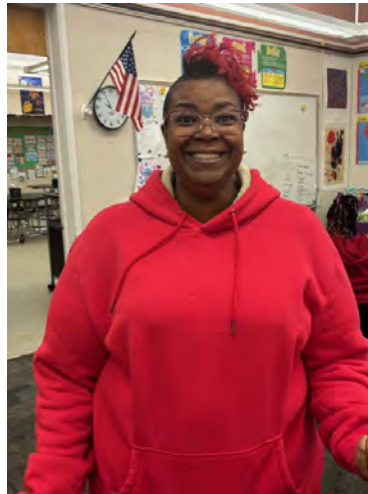
- The Grinch visited classrooms and participated in activities with the kids the week before Winter Break. Thank you to Rick Gotcher (parent) and Ethan Farley (high school student) for taking on the Grinch identity and giving our students the opportunity to enjoy some holiday fun!



- Students invited their families for some gingerbread house fun. We had great participation and a whole lot of sugar.



*We are excited to welcome Mary Diggs-Floyd as the 2/3 homeroom teacher and look forward to her contributions to our team.



*We wrapped up our first semester on December 19th. Report Cards go home the beginning of January.

Upcoming Events

- NAEP Testing (Grades 4 and 8) January 30th

January Portola Board Update

| Portola Student Count by Location | | |
|-----------------------------------|----------------|---------------|
| Plumas Unified SD students | Other Students | Total Student |
| 70 | 6 | 76 |

- Mrs. Binkley put on a winter social for the high school students. 13 students attended, they decorated cookies, did some winter art projects, and interacted with each other.
- A presenter came and shared about Poetry Out Loud. Two high school boys have signed up to participate in the program.
- The team came back ready and refreshed for the rest of the school year.





January

Happy January

2024

Thank you for your interest in our Counseling Program. I am happy to share this information with you.

- Guest Speaker- Our guest speaker this month is the Army Recruiter, Sgt. Hughes. He will present to our high school students. Following his presentation, I will plan an ASVAB testing date.
- The Foundations class in Doyle has been completed, but I will continue to teach the Careers Class with 8th grade and I will begin teaching Career Exploration with 6/7th on Monday 1/22/2024.
- FAFSA/Graduation Night- I have scheduled a FAFSA/Graduation Night for the Doyle and Susanville Campuses and I am working with FRC to schedule one for my Portola campus.
 - Susanville- Thursday, Jan. 18th 5:00-7:00. Lassen College will help host the FAFSA part of the event.
 - Doyle-Friday, Jan. 26th 1:00-3:00 pm. Lassen College will help host the FAFSA part of the event.
 - Portola- in planning stage with FRC.
- Action Plans- I will continue to work on these throughout the rest of the year.
- Semester 2 Transcript Reviews- Mrs. Morgan requested I take another look at the senior transcripts to prevent any mishaps that might prevent students from graduating. I have completed those and I did find several areas that needed adjusting. I will work to resolve those issues with the teachers. Once again, our Director is on the ball with preventative measures. Thank you, Mrs. Morgan.

Thank you for your interest in our Counseling Program. Have a nice evening.



Mrs. K. Sherman

College/Career Counselor



Adult School

January 2024

Good evening, thank you for your interest in our Adult School Program. I am always happy to share this information with you.

- Our Adult School program is operating successfully with students enrolled on each campus we serve. YAY US!!!
- We will begin our interim reporting now, with a deadline of Jan. 24th for completion.
- Katie Campbell created a new form for Teachers to use for this update process, we are hoping it will make this process much smoother. Thank you, Katie.
- I will be sure to add the data from our first reporting period in next month's board report, so you can monitor our success.
- We are working to get Certifications for our Adult School student through a company called Certiport. Students can get certified in Microsoft programs that they can use for employment after graduation. I will keep you posted on that success.

As always, thank you for your interest and support of our Adult School Program. Have a nice evening.



Mrs. K. Sherman

Adult School Coordinator

Curriculum and Instruction Administrator

Kelly Wynn

Board Report – January 17, 2024

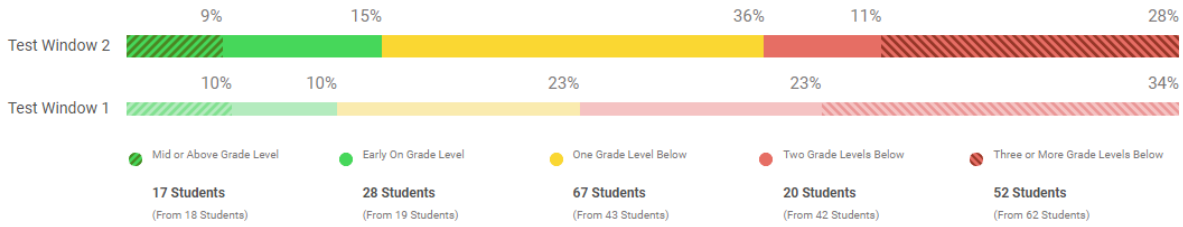
- ❖ Substituting in various grades as needed at Long Valley School – Doyle
- ❖ Working on A-G Project Based Learning (PBL) ELA courses for English 11 & 12th
– Submission to UC System scheduled for February 2024 window
- ❖ Continued working with Doyle and Portola staff on LVS Self-Study for April 8-10, 2024, visit
- ❖ Working on 2023/24 LCAP mid-year update report for TPC & LVS
- ❖ Working on completing School Accountability Report Card (SARC)
- ❖ Attended workshops on Ethnic Studies requirement (2025/26 school year implementation)

Long Valley Charter Schools Intervention Administrator Board Report January Board Report 2024

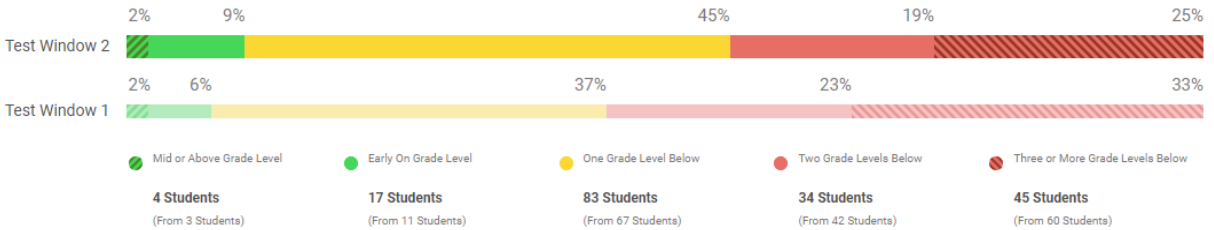
I-Ready Winter Diagnostic Testing Window

Our winter diagnostic testing window started on November 27th and closed on December 20th. The main focus for this testing round was to emphasize goal-setting with students, aiming for a 33% growth towards their annual stretch target during I-Ready testing. The comparison of scores from Fall (Test Window 1) to Winter (Test Window 2) are listed below. Long Valley School and Thompson Peak Charter students have shown progress as they advance through the academic year.

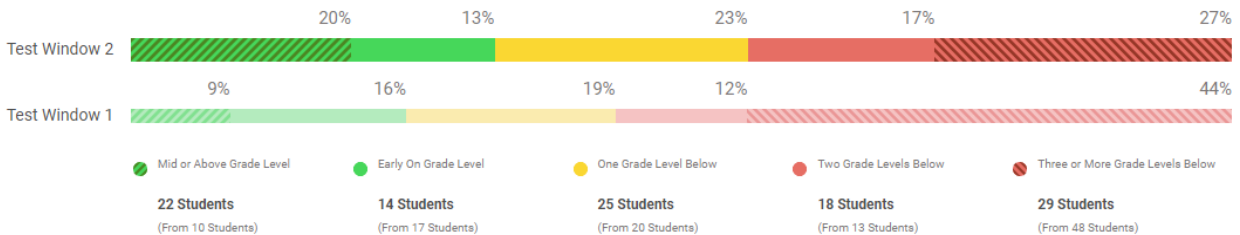
Long Valley Reading



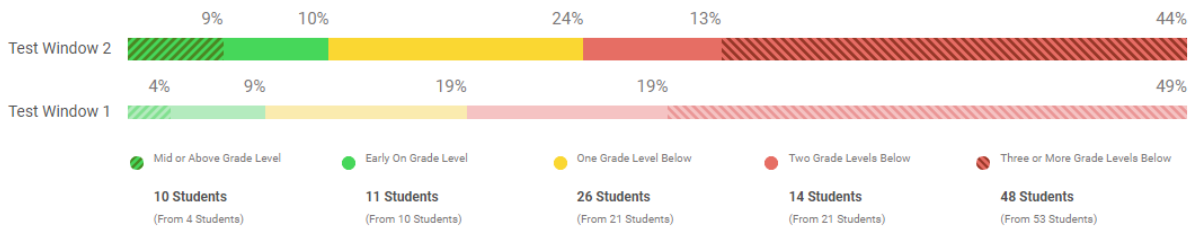
Long Valley Math



Thompson Peak Charter Reading



Thompson Peak Charter Math



Facilities Inspection Tool
Report

| January 12, 2024 | | | |
|------------------------------|---|--|---|
| Sites | Portola | Susanville | Doyle |
| Category | G = Good, P= Poor, N/A=Not Applicable | | |
| Gas Leaks | G | G | G |
| Heating/Cooling Systems | | G | |
| Windows/Doors/ | G | G | P- Shop Rolling Door Latch Broken |
| Gates/Fences | N/A | N/A | G |
| Interior Surfaces | G | G | P-Ceiling tiles in multiple rooms need replaced/Boys & girls bathroom needs new stalls replaced/room 2 carpet ripped, Portable 4 Light Cover Broken, Kithchen Floor Tiles Broken |
| Hazardous Materials | G | G | G |
| Structural Damage | G | G | P Ramp needs repair into portable 3, top surface damaged; Ramp Portable 4 top layer needs to be replaced. "Waiting on USDA Constuction project" |
| Fire Safety | G | G | G |
| Electrical | G | G | G |
| Pest/Vermin Infestation | G | G | G |
| Sinks and Drinking Fountains | G | P-leaking drinking fountain, Removal during ada update | G |
| Restrooms | G | G | G |
| Sewer System | G | G | G |
| Roofs | G | P-Missing shingles need replacement,repair during ada update | P-Stained Roofing tiles in (H.S., 2nd/3rd, 3/4, Mrs. B's, Library, K, Cafeteria, 7/8, 5/6) |
| Playground/ Schoolyard | N/A | N/A | P-Cracks in Asphalt, Wooden sand retaining beams rottings, Ball wall needs removal "Waiting on USDA Constuction project" Cracked Slide needs to be repaired. |
| Covid Safety | G | G | G |
| Overall Cleanliness | G | G | G |
| Notes | Does not include the house next to the new building in portola. | | |

Newly added items are highlighted in yellow.

General Loss Control- Your Score: 88.89%

One of the responses indicated that there is no Safety or Risk Management Committee.

Recommendation:

Safety committees play a crucial role in ensuring the well-being of employees and students as well as the overall success of an organization. Safety committees are instrumental in identifying and mitigating potential hazards, promoting a safety-conscious culture, and preventing accidents or injuries. By bringing together representatives from various departments and levels within the organization, safety committees facilitate open communication and collaboration on safety-related issues. They enable the dissemination of best practices, the implementation of safety policies and procedures, and the monitoring of safety performance. As a result, safety committees not only protect a school from harm but also contribute to increased productivity, reduced downtime, and enhanced reputation, making them indispensable in maintaining a secure and thriving work environment.

Available Resources:

[CharterSAFE Best Practices: Safety Committees](#)

Violence and Crime Prevention- Your Score: 83.33%

Outdoor areas are not covered by 24/7 camera surveillance.

Recommendation:

Implementing a 24/7 camera surveillance program in schools requires careful planning, consideration of privacy concerns, and adherence to legal and ethical guidelines. Here are some best practices to consider:

- **Develop Clear Policies and Procedures:** Establish comprehensive guidelines outlining the purpose, scope, and objectives of the surveillance program. Clearly define which areas of the school will be monitored and the specific reasons for monitoring those areas.
- **Respect Privacy and Legal Considerations:** Comply with local, state, and federal laws regarding surveillance, data protection, and privacy. Consult legal experts to ensure compliance. Clearly communicate to students, staff, and visitors that surveillance is in place and the reasons for its implementation.
- **Transparency and Communication:** Educate the school community about the benefits of camera surveillance and how it contributes to safety and security. Provide information about the locations of cameras, the retention period for footage, and who has access to the footage.
- **Strategic Camera Placement:** Identify high-traffic and high-risk areas for camera placement, such as entrances, hallways, parking lots, and common areas. Consider blind spots and areas where privacy is of utmost importance, such as restrooms and changing rooms, and avoid placing cameras there.
- **Access Control and Data Security:** Implement strict access controls to ensure that only authorized personnel can view and retrieve camera footage. Encrypt stored footage to protect against unauthorized access and potential breaches.
- **Regular Maintenance and Testing:** Conduct routine maintenance to ensure cameras are functioning properly and providing clear footage. Regularly evaluate the system's effectiveness and address any technical issues promptly.
- **Retention and Deletion Policies:** Develop a clear policy for how long camera footage will be retained and when it will be deleted. This should be based on legal requirements and operational needs.
- **Emergency Response and Incident Management:** Integrate the surveillance system with the school's emergency response procedures to enable quick access to live footage during critical situations. Train staff on how to use the surveillance system effectively during emergencies.

- **Training and Awareness:** Train staff responsible for monitoring the surveillance system on its proper use, ethical considerations, and privacy concerns. Educate students and parents about the presence of cameras and their role in enhancing safety.
- **Accountability and Oversight:** Designate a responsible person or team to oversee the surveillance program and ensure that it operates within established guidelines. Implement mechanisms for reporting any misuse or violations of the surveillance system.
- **Continuous Evaluation and Improvement:** Regularly assess the effectiveness of the surveillance program in enhancing safety and security. Seek feedback from the school community to identify areas for improvement and address concerns.
- **Balanced Approach:** Maintain a balance between surveillance and creating a welcoming, respectful, and supportive school environment. Communicate that the primary goal of surveillance is safety, not intrusive monitoring.

The security system does not notify guards or law enforcement automatically if grounds are breached.

Having security systems that can notify law enforcement is of utmost importance for several reasons:

- **Rapid Response to Emergencies:** In the event of a security breach, such as an active shooter situation or a break-in, immediate notification to law enforcement allows for a faster response. Law enforcement can arrive at the scene more quickly, potentially preventing or minimizing harm and damage.
- **Enhanced Situational Awareness:** Real-time alerts from security systems provide law enforcement with critical information about the nature and location of the threat. This knowledge allows them to prepare and strategize their response appropriately.
- **Coordination with Other Emergency Services:** When law enforcement is notified promptly, they can coordinate with other emergency services such as medical personnel and firefighters, ensuring a comprehensive and well-coordinated response to the situation.
- **Prevention of Criminal Activity:** The presence of security systems that can notify law enforcement acts as a deterrent to potential criminals. Knowing that authorities will be alerted immediately if they attempt any illegal activity can discourage individuals from attempting to cause harm or commit crimes.
- **Protection of Lives and Property:** Swift response and intervention by law enforcement can protect the lives of students, staff, and others present in the facility. Additionally, it can help minimize property damage and financial losses.
- **Peace of Mind for School Community:** Knowing that security systems are in place and can notify law enforcement provides reassurance and peace of mind to students, staff, and parents. This sense of security contributes to a positive learning environment.
- **Constant Vigilance and Monitoring:** Security systems with notification capabilities enable continuous monitoring of the premises, even during non-operational hours. This ensures that any security breaches are detected and addressed promptly.

The CharterSAFE Risk Management Team thanks you for your commitment to protecting our schools.

Summary of Services



Your Partners in Safety:

Kim Alonzo, ARM-P, CSR, RMP, CEAS

Manager, Risk Management

Direct: (818) 394-6532

Email: kalonzo@chartersafe.org

Karen Bianchini, ARM

Managing Director, Risk Management

Direct: (916) 880-3460

Email: kbianchini@chartersafe.org

Long Valley School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

| | |
|--|-------------------------------|
| School Name | Long Valley School |
| Street | PO Box 7/ 436-935 Susan Drive |
| City, State, Zip | Doyle |
| Phone Number | 530-827-2395 |
| Principal | Sherri Morgan |
| Email Address | smorgan@longvalleycs.org |
| School Website | www.longvalleycs.org |
| County-District-School (CDS) Code | 18-75036-6010763 |

2023-24 District Contact Information

| | |
|-------------------------|--------------------------|
| District Name | Long Valley School |
| Phone Number | 530-827-2395 |
| Superintendent | Sherri Morgan |
| Email Address | smorgan@longvalleycs.org |
| District Website | www.longvalleycs.org |

2023-24 School Description and Mission Statement

Long Valley School provides a hybrid model of education, offering both a classroom based facility for Transitional Kindergarten (“TK”) – 8th grade students in Doyle and a TK/K-12th grade blended learning program. The school also offers a TK-12 blended, personalized learning program in Portola. In the Fall of 2023, LVS initiated the establishment of a Home School Academy with the purpose of providing support to families adhering to a more traditional homeschooling approach. The Charter School’s purpose is to provide opportunities for teachers, parents, students, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

The school, with support of our educational partners, revised our mission and vision during the spring of 2023. The updated mission and vision are as follows: Mission: Long Valley Charter School is an educational community, inspiring each child to achieve their highest potential, providing opportunities for self-discovery, and preparing students for the challenges of a rapidly changing world. Vision: Long Valley Charter School envisions every student becoming lifelong learners, pursuing meaningful work, and participating in civic activities.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 18 |
| Grade 1 | 20 |
| Grade 2 | 13 |
| Grade 3 | 19 |
| Grade 4 | 15 |
| Grade 5 | 22 |
| Grade 6 | 15 |
| Grade 7 | 32 |
| Grade 8 | 23 |
| Grade 9 | 14 |
| Grade 10 | 16 |
| Grade 11 | 14 |
| Grade 12 | 11 |
| Total Enrollment | 232 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 49.1% |
| Male | 50.9% |
| American Indian or Alaska Native | 2.6% |
| Asian | 0.4% |
| Black or African American | 1.3% |
| Hispanic or Latino | 16.8% |
| Two or More Races | 8.2% |
| White | 70.7% |
| English Learners | 0.9% |
| Foster Youth | 1.3% |
| Homeless | 1.3% |
| Socioeconomically Disadvantaged | 62.9% |
| Students with Disabilities | 15.1% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 7.90 | 59.30 | 17.10 | 56.47 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.60 | 4.57 | 1.10 | 3.79 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.40 | 33.13 | 9.80 | 32.36 | 12115.80 | 4.41 |
| Unknown | 0.30 | 2.85 | 2.20 | 7.31 | 18854.30 | 6.86 |
| Total Teaching Positions | 13.30 | 100.00 | 30.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 9.00 | 61.46 | 18.40 | 58.22 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.50 | 1.80 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 5.40 | 36.78 | 7.80 | 24.76 | 11953.10 | 4.28 |
| Unknown | 0.20 | 1.69 | 4.80 | 15.18 | 15831.90 | 5.67 |
| Total Teaching Positions | 14.70 | 100.00 | 31.60 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.60 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.60 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 1.00 |
| Local Assignment Options | 4.40 | 4.40 |
| Total Out-of-Field Teachers | 4.40 | 5.40 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 24.8 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school has adopted SBE standards-based curriculum for mathematics, English Language Arts, and Social Studies. The school has adopted NGSS aligned science materials. High school curriculum has been reviewed for alignment and adopted by the governing board. All materials were confirmed by the governing board January 2024.

| | |
|--|--------------|
| Year and month in which the data were collected | January 2024 |
|--|--------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------|--|-----------------------------|--|
| | | | |

| | | | |
|-----------------------------------|---|-----|---|
| Reading/Language Arts | Reading Wonders (2017), Magnetic Reading Foundations, Amplify (2020) , Common Core Standards Plus, i-Ready Reading, College Board-Springboard (IS Only 7-12 2017), Handwriting Without Tears, Step Up to Writing, Online Bright Thinker courses | Yes | 0 |
| Mathematics | Math Expressions (2015), Big Ideas (2015), Envision, Common Core Standards Plus (2016-17), Ready Common Core Mathematics, Sadlier Math, Online Bright Thinker courses | Yes | 0 |
| Science | Lab Aids (2019), Science Weekly, HMH Science Dimensions (2018), Mystery Science, Generation Genius, HS-HMH & Holt, Online Bright Thinker courses | Yes | 0 |
| History-Social Science | Studies Weekly (2017), TCI-History Alive (2017), McGraw Hill MS textbooks, HS- McGraw Hill World History, US History, Principals of Economics, Government, Online Bright Thinker courses | Yes | 0 |
| Foreign Language | Rosetta Stone augmented by supplementary teacher-supported language practice communities | No | 0 |
| Health | Online Bright Thinker courses and teacher created materials | No | 0 |
| Visual and Performing Arts | Online courses, music teacher instruction, art and multimedia courses with teacher created materials, online courses from Edynamics | No | 0 |

School Facility Conditions and Planned Improvements

The school's risk management company conducts a comprehensive safety audit. The most recent report was received in August 2019. This audit identifies needs and informs repairs by priority.

The Portola Resource Center is a leased office building facility from a private owner. It has been rated as excellent in safety, cleanliness, and adequacy and is in good repair.

The school's cleanliness and adequacy is rated as excellent. There are concerns about safety due to cracks in sidewalks, basketball court, and the parking lot. The school has purchased the Doyle school site building from Fort Sage Unified (Spring 2023) and plans to utilize funding from USDA to repair deficiencies. Resurfacing is one of the planned actions.

The status of "in good repair" is rated fair at the Doyle campus. The FIT report below reflects the Doyle campus.

Year and month of the most recent FIT report

December 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | X | | Ceiling tiles are stained; however the tiles are not available any longer. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Bathroom stall doors need replacement, new toilet in portable ordered and will be replaced. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: | | X | | Ramps to portables 3&4 need repair |

School Facility Conditions and Planned Improvements

| | | | | |
|---|--|--|---|--|
| Structural Damage, Roofs | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | New playground equipment has been purchased, basketball court needs resurfacing, beams surrounding sand area need replacement. |

Overall Facility Rate

| 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 27 | 32 | 24 | 26 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 16 | 16 | 13 | 16 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 142 | 141 | 99.30 | 0.70 | 31.91 |
| Female | 73 | 73 | 100.00 | 0.00 | 32.88 |
| Male | 69 | 68 | 98.55 | 1.45 | 30.88 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 26 | 26 | 100.00 | 0.00 | 53.85 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 29.41 |
| White | 94 | 93 | 98.94 | 1.06 | 24.73 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 90 | 89 | 98.89 | 1.11 | 25.84 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 12 | 92.31 | 7.69 | 8.33 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 142 | 141 | 99.30 | 0.70 | 16.31 |
| Female | 73 | 73 | 100.00 | 0.00 | 12.33 |
| Male | 69 | 68 | 98.55 | 1.45 | 20.59 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 26 | 26 | 100.00 | 0.00 | 15.38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 23.53 |
| White | 94 | 93 | 98.94 | 1.06 | 13.98 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 90 | 89 | 98.89 | 1.11 | 10.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 12 | 92.31 | 7.69 | 8.33 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 14.67 | 30.88 | 24.00 | 41.18 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 68 | 68 | 100.00 | 0.00 | 30.88 |
| Female | 33 | 33 | 100.00 | 0.00 | 33.33 |
| Male | 35 | 35 | 100.00 | 0.00 | 28.57 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 15 | 15 | 100.00 | 0.00 | 46.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 48 | 48 | 100.00 | 0.00 | 22.92 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 44 | 44 | 100.00 | 0.00 | 18.18 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

The school employs a Career Technology Coordinator to develop career pathway offerings based on student interest and industry sectors related to the geographic area. All 9th-12th grade students are served in independent study programs. The 24 current pathways include the required introductory, concentration and capstone courses. Students may select online curriculum, college courses, in-person or text-based courses. The Career and College Counselor works with students to identify options for job shadowing and internships.

Specific pathways offered include the following select pathways: Systems Diagnostics, Service & Repair (Transportation); Agricultural Mechanics, Agriscience, Animal Science, or Plant & Soil Science (Agriculture and Natural Resources); Game Design & Integration, Media Arts, Performing Arts, Photography (Arts, Media & Entertainment); Child Development and Education (Education, Child Development, and Family Services); Engineering Design (Engineering & Architecture); Fashion Design & Merchandising and Cosmetology (Fashion and Interior Design); Mental & Behavioral Health and Patient Care (Health Science and Medical Technology); Food Service & Hospitality and Hospitality, Tourism & Recreation (Hospitality, Tourism & Recreation); Software & Systems Development (Information and Communication Technologies); Welding & Materials Joining (Manufacturing & Product Development); Emergency Response, Legal Practices, and Public Safety (Public Services).

The school has established two dual enrollment college course opportunities for students. The first course, affiliated with Butte Community College, focuses on the Building and Construction Pathway. The second course, provided by Feather River College, emphasizes College Readiness.

Annie Tipton is the Career Technology Coordinator who also leads the CTE Advisory Committee. Industries currently represented are the construction and automotive industries.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 39 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 33.3 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.18 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 14.29 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|-------------|----------------------------------|--|---|---|-----------------------------|

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

As a charter school, Long Valley School is founded on having strong parent input. Each location has a site committee run by parent members and meets regularly. The site committee's purpose is to involve parents in the learning community and support the efforts of students and staff. There is also an Advisory Council with elected members; this group reviews grant budgets, safety plans, and other State and Federal documents.

Each location has opportunities for volunteering in classrooms and on field trips as chaperones. In the blended, personalized learning program, parents are integral in the planning of each student's program.

For information and schedules of meetings, contact the school office. Doyle: 530-827-2395 and Portola: 530-832-5507.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 8.7 | 3.8 | 0 | 18.8 | 7.7 | 10.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 91.3 | 88.5 | 85.7 | 79.2 | 84.6 | 83.8 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 14 | 12 | 85.7 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 11 | 9 | 81.8 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 11 | 10 | 90.9 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 271 | 258 | 24 | 9.3 |
| Female | 136 | 128 | 11 | 8.6 |
| Male | 135 | 130 | 13 | 10.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 6 | 6 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 3 | 3 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 50 | 44 | 3 | 6.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 26 | 25 | 2 | 8.0 |
| White | 185 | 179 | 19 | 10.6 |
| English Learners | 3 | 3 | 0 | 0.0 |
| Foster Youth | 4 | 3 | 0 | 0.0 |
| Homeless | 5 | 4 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 182 | 170 | 22 | 12.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 46 | 44 | 6 | 13.6 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 1.02 | 2.11 | 1.11 | 4.14 | 4.27 | 2.09 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.11 | 0 |
| Female | 0 | 0 |
| Male | 2.22 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 3.85 | 0 |
| White | 1.08 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 1.1 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 4.35 | 0 |

2023-24 School Safety Plan

The School Safety Plan was last updated and approved by the Governing Board in October 2022. The Plan was reviewed with staff members in August, September and October 2022; the plan was last reviewed with parent and student representatives in November 2022.

The plan is compliant with the components outlined in Education Code 32281. These sections include Child Abuse Reporting, Disaster Procedures, Guidelines for Suspension and Expulsion, Sexual harassment Policies, Dress Code, Procedures for Ingress & Egress, Safe & Orderly Conduct, School Discipline Rules & Consequences, Hate Crime procedures, and the Review, Evaluation, and Amendment of procedures.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 15 | 1 | | |
| 2 | 1 | 3 | | |
| 3 | 1 | 1 | | |
| 4 | 5 | 1 | | |
| 5 | 7 | 3 | | |
| 6 | 14 | 1 | | |
| Other | 11 | 8 | 3 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 11 | 1 | | |
| 3 | 1 | 1 | | |
| 4 | 1 | 1 | | |
| 5 | 13 | 1 | | |
| 6 | 7 | 3 | 1 | |
| Other | 12 | 6 | 3 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 14 | 1 | 0 | 0 |
| 1 | 1 | 1 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 1 | 3 | 0 | 0 |
| 6 | 7 | 2 | 0 | 0 |
| Other | 13 | 5 | 3 | 0 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 38 | | |
| Mathematics | 2 | 32 | | |
| Science | 2 | 32 | | |
| Social Science | 2 | 39 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 36 | | |
| Mathematics | 2 | 31 | | |
| Science | 2 | 28 | | |
| Social Science | 2 | 34 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 27 | 0 | 0 |
| Mathematics | 2 | 23 | 0 | 0 |
| Science | 2 | 27 | 0 | 0 |
| Social Science | 2 | 25 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 464 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.2 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 11764 | 1881 | 9884 | 55619 |
| District | N/A | N/A | 9884 | \$57,892 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -4.0 |
| State | N/A | N/A | \$7,607 | \$77,993 |
| Percent Difference - School Site and State | N/A | N/A | 26.0 | -33.5 |

Fiscal Year 2022-23 Types of Services Funded

Programs and services provided by Long Valley School included the provision of paraeducators in all classrooms and response to intervention and tutoring services to support academic needs. Foundational level mathematics courses are provided to students in grades 7-12. A career and college counselor met with all students in grades 7-12 and mental health counseling was made available for general education students. The school also employed a Career Technology Coordinator to expand offerings and support the selection of career pathways for students. The school has also hired a full time general educational counselor to support the students mental health.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$37,997 | \$47,616 |
| Mid-Range Teacher Salary | \$53,334 | \$75,580 |
| Highest Teacher Salary | \$83,547 | \$100,485 |
| Average Principal Salary (Elementary) | \$0 | \$114,067 |
| Average Principal Salary (Middle) | \$0 | \$123,622 |
| Average Principal Salary (High) | \$0 | \$125,386 |
| Superintendent Salary | \$126,284 | \$157,977 |
| Percent of Budget for Teacher Salaries | 28.38% | 27.82% |
| Percent of Budget for Administrative Salaries | 7.46% | 5.78% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

Annually, the plan for staff development is determined by both the needs assessment engaged in during the Local Control Accountability Plan (LCAP) process and a survey administered to staff. Current schoolwide initiatives include improving mathematics and writing, mastery-based learning, and increasing opportunities for hands-on or project based learning. Staff indicate which initiatives and areas they need more support. In general, the school shares information in an assembly format with the staff as a whole group. The support is then personalized based on individual needs and progress.

Professional Development

Two new administrators have joined the school team: an Intervention Administrator and a Curriculum and Instruction Administrator. Both have played a key role in organizing and facilitating professional development opportunities for the staff. These sessions have delved into areas such as testing data analysis, teacher clarity regarding state standards, and response to intervention topics. Additionally, the school has initiated collaboration with Dr. Doug Fisher on visible learning initiatives.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | |

Thompson Peak Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

| | |
|--|-------------------------------|
| School Name | Thompson Peak Charter School |
| Street | 995 Paiute Lane |
| City, State, Zip | Susanville, CA 96130 |
| Phone Number | 530-257-7300 |
| Principal | Site Admin- Stephanie Preston |
| Email Address | spreston@longvalleycs.org |
| School Website | www.longvalleycs.org |
| County-District-School (CDS) Code | 18-64196-0135756 |

2023-24 District Contact Information

| | |
|-------------------------|------------------------------|
| District Name | Thompson Peak Charter School |
| Phone Number | 530-257-7300 |
| Superintendent | Sherri Morgan |
| Email Address | smorgan@longvalleycs.org |
| District Website | www.longvalleycs.org |

2023-24 School Description and Mission Statement

Thompson Peak Charter provides a hybrid model of education, offering a TK-12 blended personalized learning program in Lassen County and the counties that are contiguous. The Charter School's purpose is to provide opportunities for teachers, parents, students, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system. In the Fall of 2023, LVS initiated the establishment of a Home School Academy with the purpose of providing support to families adhering to a more traditional homeschooling approach.

The school, with support of our educational partners, revised our mission and vision during the spring of 2023. The updated mission and vision are as follows: Mission: Long Valley Charter School is an educational community, inspiring each child to achieve their highest potential, providing opportunities for self-discovery, and preparing students for the challenges of a rapidly changing world. Vision: Long Valley Charter School envisions every student becoming lifelong learners, pursuing meaningful work, and participating in civic activities.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 6 |
| Grade 1 | 1 |
| Grade 2 | 5 |
| Grade 3 | 5 |
| Grade 4 | 10 |
| Grade 5 | 7 |
| Grade 6 | 10 |
| Grade 7 | 16 |
| Grade 8 | 22 |
| Grade 9 | 13 |
| Grade 10 | 11 |
| Grade 11 | 18 |
| Grade 12 | 19 |
| Total Enrollment | 143 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 47.6% |
| Male | 52.4% |
| American Indian or Alaska Native | 3.5% |
| Hispanic or Latino | 23.1% |
| Two or More Races | 5.6% |
| White | 67.1% |
| Homeless | 2.1% |
| Socioeconomically Disadvantaged | 60.8% |
| Students with Disabilities | 16.1% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.20 | 36.99 | 41.10 | 68.70 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 11.31 | 7.00 | 11.70 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.40 | 5.20 | 5.50 | 9.21 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.10 | 46.38 | 4.40 | 7.40 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 1.70 | 2.97 | 18854.30 | 6.86 |
| Total Teaching Positions | 8.80 | 100.00 | 59.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 5.10 | 52.40 | 41.60 | 67.67 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.80 | 6.28 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 7.80 | 12.77 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.50 | 45.97 | 4.50 | 7.32 | 11953.10 | 4.28 |
| Unknown | 0.10 | 1.53 | 3.60 | 5.92 | 15831.90 | 5.67 |
| Total Teaching Positions | 9.80 | 100.00 | 61.60 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.40 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.40 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 4.10 | 4.50 |
| Total Out-of-Field Teachers | 4.10 | 4.50 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 8.7 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school has adopted SBE standards based curriculum for mathematics, English Language Arts, and Social Studies. The school has adopted NGSS aligned science materials. All materials were confirmed by the governing board January 2024. High school curriculum has been reviewed for alignment and adopted by the governing board.

Year and month in which the data were collected January 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------|--|-----------------------------|--|
| | | | |

| | | | |
|-----------------------------------|--|-----|---|
| Reading/Language Arts | McRuffy, Thoughtful Learning Writing, Magnetic Reading Foundations, Plaid Phonics Level A-D, Handwriting Without Tears, Ready Writing, Ready Common Core Reading, Springboard, online courses through Bright Thinker | Yes | 0 |
| Mathematics | Sadlier-Oxford, Ready Math, Common Core Standards Plus, Fundamentals of Algebra, Integrated Math, Envision Algebra I, Geometry Algebra II, Integrated I, II, & III, online courses through Bright Thinker | Yes | 0 |
| Science | Mystery Science, Studies Weekly, Generation Genius, Lab Aids (2019), HMH Earth & Space, Biology, and Physics, Environmental Science Holt, McDougal, online courses through Bright Thinker | Yes | 0 |
| History-Social Science | Studies Weekly, HMH middle and high school series, online courses through Bright Thinker | Yes | 0 |
| Foreign Language | Rosetta Stone, community college courses, tutorials by teaching staff to support students | No | 0 |
| Health | Online courses and teacher created materials. | No | 0 |
| Visual and Performing Arts | Teacher created materials for art, music, and mixed media, online courses through Edynamics | No | 0 |

School Facility Conditions and Planned Improvements

The Thompson Peak Resource Center was leased through the 2021-22 school year and purchased during the 2022-23 school year. The building serves as an Independent Study Resource Center; students gather in small groups for instruction and support; this space is sufficient for its use. The school facility has been rated as excellent in safety, cleanliness, and adequacy and is in good repair. The school's insurance company completed an inspection in fall 2019 and identified no significant concerns.

Year and month of the most recent FIT report

December 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | leaking drinking fountain, Removal during ADA update |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | A few shingles currently need replacement. Gathering contractor bids for the repair. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 25 | 26 | 27 | 34 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 13 | 10 | 23 | 23 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 98 | 97 | 98.98 | 1.02 | 25.77 |
| Female | 46 | 46 | 100.00 | 0.00 | 28.26 |
| Male | 52 | 51 | 98.08 | 1.92 | 23.53 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 19 | 19 | 100.00 | 0.00 | 15.79 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 70 | 69 | 98.57 | 1.43 | 31.88 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 67 | 67 | 100.00 | 0.00 | 26.87 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 0.00 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 98 | 98 | 100.00 | 0.00 | 10.20 |
| Female | 46 | 46 | 100.00 | 0.00 | 10.87 |
| Male | 52 | 52 | 100.00 | 0.00 | 9.62 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 19 | 19 | 100.00 | 0.00 | 5.26 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 70 | 70 | 100.00 | 0.00 | 12.86 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 67 | 67 | 100.00 | 0.00 | 7.46 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 0.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 23.44 | 25.35 | 19.81 | 23.33 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 72 | 72 | 100.00 | 0.00 | 26.39 |
| Female | 35 | 35 | 100.00 | 0.00 | 25.71 |
| Male | 36 | 36 | 100.00 | 0.00 | 25.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 15 | 15 | 100.00 | 0.00 | 26.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 52 | 52 | 100.00 | 0.00 | 28.85 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 42 | 42 | 100.00 | 0.00 | 23.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

The school employs a Career Technology Coordinator to develop career pathway offerings based on student interest and industry sectors related to the geographic area. All 9th-12th grade students are served in independent study programs. The 24 current pathways include the required introductory, concentration and capstone courses. Students may select online curriculum, college courses, in-person or text-based courses. The Career and College Counselor works with students to identify options for job shadowing and internships.

Specific pathways offered include the following select pathways: Systems Diagnostics, Service & Repair (Transportation); Agricultural Mechanics, Agriscience, Animal Science, or Plant & Soil Science (Agriculture and Natural Resources); Game Design & Integration, Media Arts, Performing Arts, Photography (Arts, Media & Entertainment); Child Development and Education (Education, Child Development, and Family Services); Engineering Design (Engineering & Architecture); Fashion Design & Merchandising and Cosmetology (Fashion and Interior Design); Mental & Behavioral Health and Patient Care (Health Science and Medical Technology); Food Service & Hospitality and Hospitality, Tourism & Recreation (Hospitality, Tourism & Recreation); Software & Systems Development (Information and Communication Technologies); Welding & Materials Joining (Manufacturing & Product Development); Emergency Response, Legal Practices, and Public Safety (Public Services). The school is in its second year of a Building and Construction Pathway that earns students credits at Butte Community College.

The school has been making efforts in increasing dual and concurrent enrollment opportunities for students. TPC has currently established two dual enrollment college courses opportunities. The first course, affiliated with Butte Community College, focuses on the Building and Construction Pathway which began in 2021-22. The second course, provided by Feather River College, emphasizes College Readiness started 2020-21. Both have experienced an increase in enrollment since the initial offering.

Annie Tipton is the Career Technology Coordinator who also leads the CTE Advisory Committee. Industries currently represented are the construction and automotive industries.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 52 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 80 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 12.5 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|-------------|----------------------------------|--|---|---|-----------------------------|

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

As a charter school, Thompson Peak Charter School is founded on parent involvement. Parents are integral in the development of each student's learning plan. The Resource Center has a Parent-Teacher-Student Association (PTSA) run by parent members and meets monthly. The PTSA's purpose is to involve and empower parents in the learning community and support the efforts of student and staff. There is also an Advisory Council with elected members; this group reviews grant budgets, safety plans, and other State and Federal documents. Additionally, there are opportunities for volunteering at the resource center and on field trips as chaperones.

For a schedule of meetings, contact the Thompson Peak Charter office at 257-7300.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 8.8 | 3.8 | 10 | 8.8 | 3.8 | 10 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 85.3 | 92.3 | 85 | 85.3 | 92.3 | 85 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 20 | 17 | 85.0 |
| Female | 11 | 10 | 90.9 |
| Male | -- | -- | -- |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | 18 | 15 | 83.3 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 14 | 12 | 85.7 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 190 | 177 | 4 | 2.3 |
| Female | 86 | 81 | 1 | 1.2 |
| Male | 104 | 96 | 3 | 3.1 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 7 | 6 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 1 | 1 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 41 | 37 | 1 | 2.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 8 | 8 | 1 | 12.5 |
| White | 132 | 124 | 2 | 1.6 |
| English Learners | 2 | 2 | 1 | 50.0 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 2 | 1 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 126 | 113 | 3 | 2.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 28 | 27 | 0 | 0.0 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 2.64 | 4.24 | 4.10 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

The School Safety Plan was last updated and approved by the Governing Board in October 2022. The Plan was reviewed with staff members in August, September and October 2022; the plan was last reviewed with parent and student representatives in November 2022.

The plan is compliant with the components outlined in Education Code 32281. These sections include Child Abuse Reporting, Disaster Procedures, Guidelines for Suspension and Expulsion, Sexual harassment Policies, Dress Code, Procedures for Ingress & Egress, Safe & Orderly Conduct, School Discipline Rules & Consequences, Hate Crime procedures, and the Review, Evaluation, and Amendment of procedures.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 6 | 2 | 1 | | |
| Other | 11 | 3 | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 5 | 1 | 1 | | |
| 6 | 2 | 3 | | |
| Other | 7 | 7 | 1 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 2 | 1 | 0 | 0 |
| 1 | 1 | 1 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 1 | 2 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 4 | 2 | 0 | 0 |
| Other | 8 | 4 | 1 | 0 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3 | 35 | | |
| Mathematics | 2 | 33 | | |
| Science | 2 | 36 | | |
| Social Science | 3 | 33 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 30 | | |
| Mathematics | 2 | 26 | | |
| Science | 2 | 25 | | |
| Social Science | 2 | 33 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 29 | 0 | 0 |
| Mathematics | 2 | 22 | 0 | 0 |
| Science | 2 | 23 | 0 | 0 |
| Social Science | 3 | 25 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 286 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 10956 | 2271 | 8685 | 55431 |
| District | N/A | N/A | 8685 | \$58,329 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -5.1 |
| State | N/A | N/A | \$7,607 | \$75,753 |
| Percent Difference - School Site and State | N/A | N/A | 13.2 | -31.0 |

Fiscal Year 2022-23 Types of Services Funded

Programs and services provided Thompson Peak Charter in 2022-23 included response to intervention services to support academic needs. Foundational level mathematics courses were provided to small groups of middle and high school students. A career and college counselor met with all students in grades 7-12 and mental health counseling was available for general education students. The school also employed a Career Technology Coordinator to expand offerings and support the selection of career pathways for students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$45,009 | \$48,481 |
| Mid-Range Teacher Salary | \$62,303 | \$73,129 |
| Highest Teacher Salary | \$86,243 | \$99,406 |
| Average Principal Salary (Elementary) | \$111,254 | \$117,381 |
| Average Principal Salary (Middle) | \$95,592 | \$128,158 |
| Average Principal Salary (High) | \$0 | |
| Superintendent Salary | \$173,916 | \$138,991 |
| Percent of Budget for Teacher Salaries | 27.56% | 29.34% |
| Percent of Budget for Administrative Salaries | 5.46% | 5.99% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

Annually, the plan for staff development is determined by both the needs assessment engaged in during the Local Control Accountability Plan (LCAP) process and a survey administered to staff. Schoolwide initiatives include improving mathematics and writing, mastery-based learning, and increasing opportunities for hands-on or project based learning. Staff indicate which initiatives and areas they need more support. In general, the school shares information in an assembly format with the staff as a whole group. The support is then personalized based on individual needs and progress. Staff members may choose from using a coach from Computers Using Educators (CUE) or Modern Classroom to learn more about online/ digital learning,

Professional Development

engaging in one-to-one video discussions; mentor support; principal-teacher conversations; and twice monthly collegial conversations to discuss results and student performance data. Due to concerns with COVID-19, staff received trainings focused on social emotional learning through webinars.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | |

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Action Item-Troops to Schools Program Incentive

SUMMARY:

Morgan Nugent, Superintendent/Principal from Lassen Union High School District has been leading the charge locally to encourage schools to provide program incentives to veterans. Here is what he provided:

Purpose: Address the ongoing staffing shortages in public education by targeting military veterans for certificated and classified positions within the schools. Highly skilled employees who are able to meet the needs of their communities.

Salary preference will be given for honorably discharged or retired veterans hired after July 1, 2007. There will be a one-step adjustment at initial date of employment on the salary schedule for such veterans. A copy of the veterans DD-214 must be filed with the LUHSD Personnel Department.

LUHSD Salary Details:

- Eligibility: To be eligible for the salary preference, candidates must provide a legible copy of their DD-214 to the LUHSD Personnel Department.
- Eligible employees are entitled to a one-time increase and will not receive an additional increase for subsequent promotions or reclassifications. Employees who voluntarily leave or are dismissed from LUHSD, are not qualified for the increase if they should return to employment.
- Salary Preference: When determining their initial salary offers, the District will credit one (1) year on the salary schedule to candidates with eligible military service.
- Effective Date: Eligible candidates, newly hired after July 1, 2024 will be eligible to receive the salary increase. Current employees that were hired prior to July 1, 2024, and that are not currently maxed out on the salary schedule, will be credited one year on the salary schedule as of July 1, 2024. It is the employee's responsibility to provide the District with their DD-214. There will be no back or retro payment.

DIRECTOR'S RECOMMENDATION:

I recommend we update our salary schedule to include the same one step increase for veterans.

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter

November 16, 2023

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Placer County Office of Education (PCOE), Local Educational Agency (LEA) for the PCOE Leadership and Learning Collaborative (LLC) Clear Administrative Services Credential (CASC) Induction Program and the Long Valley Charters (District) to carry out the CASC Induction Program and the guidelines set forth in the California Commission on Teacher Credentialing (CCTC) Common, Precondition and Program Standards.

The purpose of this MOU is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions, which will govern this partnership. In partnership, PCOE and the District will provide and coordinate services to carry out guidelines set forth in the CCTC standards and the vision of the PCOE LLC Program, "To recruit, prepare and retain self-reflective educators and leaders resulting in positive and equitable student outcomes." Candidates' growth and development are guided and measured by the California Professional Standards for Educational Leaders (CPSELs). Upon program completion, PCOE is to provide the candidate with a Clear Administrative Services Credential.

Responsibilities

PCOE agrees to the following:

1. Employ a Program Administrator and clerical support to perform services as described in the CCTC Common, Precondition and Program Standards.
2. Provide workspace and technical support to the Program Administrator and clerical support.
3. Design, provide and maintain a 2-year, high-quality, rigorous, individualized, job-embedded and integrated preparation program that includes admission, advisement, candidate support and assessment, coach preparation and program evaluation (Program Standards 1, 2).
4. Establish and maintain accurate records and provide reports in accordance with CCTC requirements.
5. Recruit, employ, match and evaluate coaches who provide a minimum of 40 hours of job-embedded support annually and Administrator Collaborative facilitators who provide a minimum of 10 hours of group support annually.
6. Provide coaches with initial and ongoing professional learning, goal setting and efforts to support diversity and excellence (Common Standard 1).
7. Pay a stipend of up to \$2,500 per candidate (plus benefits) directly to the coach (stipends to be paid quarterly).
8. Provide candidates and coaches access to an online learning management system.
9. Convene an Advisory Team (partner coordinators, PCOE personnel, program representatives and university partners), meeting a minimum of two times each year, to plan, evaluate and revise the program based upon state and CCTC updates, program data, and stakeholder data and feedback. Provide electronic updates as needed.

10. Provide candidates with advisement, systematic support, supervision and competency feedback.
11. Provide continuous open enrollment to candidates who hold a Preliminary Administrative Services Credential and are employed in an administrative position.
12. Provide candidates with networking and professional learning opportunities aligned to the CPSELs.
13. Submit recommendation to CCTC for a California Clear Administrative Services Credential for candidates who hold a Preliminary Administrative Services Credential, know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state-adopted academic standards (Common Standard 5) and successfully complete the program requirements.

District agrees to the following:

1. Notify candidates, at the point of hire, of the PCOE CASC Induction Program, any charges or fees associated with participating in the program, and share contact and application information; enrollment in the program expected upon placement in an administrative position, but no later than one year from activation of the Preliminary Administrative Services Credential (Program Standard 1).
2. Appoint a District curriculum coordinator and human resources representative and/or designee who will serve as a liaison to PCOE, provide feedback to the Induction Program on the quality of candidate preparation (Common Standard 2) and attend Advisory Team meetings a minimum of two times per year.
3. Conduct an initial orientation for the candidate to inform them about District resources, procedures and policies.
4. Support a professional learning community among site and district administrators that focuses on the State-adopted academic content standards, performance levels of students, the California Standards for the Teacher Profession and the CPSELs.
5. Provide candidate and District coach (if applicable) with technology and technology resources to complete the electronic portfolio in the program learning management system and engage in online program events.
6. Release candidates and District coaches (if applicable) to attend mandatory orientation, professional learning and networking and annual Showcase.
7. If utilizing a District-employed coach, that coach must engage in the same hiring process and employment conditions required by the PCOE CASC Induction Program and as stated in the Program Standards. Candidates cannot be matched with a coach who is their evaluator nor affiliated with personnel/Human Resources. In the event a coach/candidate match is unsuccessful, coordinate a coach reassignment in collaboration with PCOE.
8. Complete the Financial Letter of Commitment for each candidate, if applicable (Attachment A).
9. Upon program completion, provide the candidate with a letter that verifies 2 years of employment in an administrative position or portion thereof with the District.
10. Notify PCOE, in writing, in the event a candidate's employment changes.

Other conditions PCOE and District agree to:

1. Term

The initial term of this Agreement shall be for an initial period of one year beginning on July 1, 2023. The Agreement shall roll over and continue in effect for subsequent terms for one year each unless either party provides written notice of termination as provided for in the paragraph 2 below.

2. Termination

A. Withdrawal by District

A participating District may withdraw from this MOU at the end of any fiscal year by giving written notice to the CASC Induction Program at least 30 days prior to the end of that fiscal year. In the event of early termination of this MOU, PCOE shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

B. Withdrawal by PCOE

PCOE may withdraw from this MOU at any time upon 30 days written notice to the participating District.

3. Ownership of Materials

All products and materials developed by the CASC Induction Program are the exclusive property of PCOE. District and PCOE employees, staff and subcontractors shall not have the right to disseminate, market or otherwise use the products or materials without the expressed written permission of the Placer County Superintendent of Schools or designee.

4. Confidentiality

Each party shall be responsible for maintaining the confidentiality of employee and student data to the extent required by law. If either party fails to comply with this requirement it shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality.

5. Nondiscrimination Clause

Any service provided by either party pursuant to this agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, sexual orientation or any other legally protected class in accordance with all applicable Federal and State laws and regulations.

6. Candidate Employment Status

Candidates are, and shall remain, District employees for any and all purposes throughout the term of this MOU. Candidates shall not be considered an employee, agent, representative nor independent contractor of PCOE for any purpose whatsoever. District shall assume full responsibility for its employees.

7. Indemnity

Each party agrees to indemnify, defend and hold harmless the other party, its officers, agents and employees from and against any and all loss, cost, damage, expense (including attorney fees), claim, suit, demand or liability of any kind or character to any persons or property arising from or relating to any negligence of either party, its officers, agents or employees.

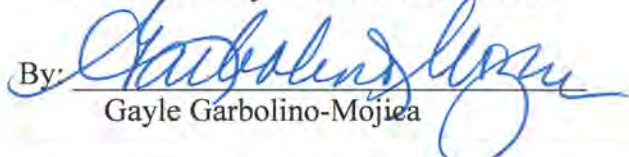
8. Amendment.

The provisions of this MOU may be modified only by mutual agreement of the parties. No modifications shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

The undersigned represent all collaborative partners of this MOU and commit to ensuring the successful implementation, monitoring and assistance needed for completion of the CASC Induction Program.

Placer County Office of Education

By: _____
Signature of Authorized Official

By: 
Gayle Garbolino-Mojica

Title: _____

Title: Placer County Superintendent of School

Date: _____

Date: 12/19/23

Please sign and return original to Vanessa Ibanez, PCOE Induction, 360 Nevada St., Auburn, CA 95603