Long Valley School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

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

2022-23 School Overview

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 9th-12th grade blended learning program. The school also offers a TK-12 blended, personalized learning program in Portola. 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 mission of Long Valley School is to equip its students with the knowledge and skills to be successful, responsible, and intelligent participants of a global society. It is our goal to provide an educational foundation that includes mastery of academic content, independent thinking, creativity, critical thinking, communication, and collaboration; thus, to best prepare students for a future yet to be imagined.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	16
Grade 1	15
Grade 2	14
Grade 3	23
Grade 4	23
Grade 5	17
Grade 6	32
Grade 7	21
Grade 8	22
Grade 9	17
Grade 10	13
Grade 11	13
Grade 12	20
Total Enrollment	246

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	2.8
Asian	0.4
Black or African American	0.8
Filipino	0.0
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.9
White	69.5
English Learners	0.8
Foster Youth	0.4
Homeless	3.3
Migrant	0.0
Socioeconomically Disadvantaged	61.4
Students with Disabilities	13.8

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	4.40	
Total Out-of-Field Teachers	4.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	24.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 October 2020.

Year and month in which the data were collected	October 2022

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), Ready Reading, Amplify (2020), Common Core Standards Plus, i-Ready Reading, College Board-Springboard (IS Only 7-12 2017), Bright Thinker courses	Yes	0
Mathematics	Math Expressions (2015), Big Ideas (2015), Envision, Common Core Standards Plus (2016-17), i-Ready Mathematics, Sadlier Math, Jump Math, Bright Thinker Courses	Yes	0
Science	Amplify, (2018), Lab Aids (2019), Science Weekly, Glencoe Focus on Science (MS), Glencoe Bioly, HMH Science Dimensions (2018), Mystery Science, Generation Genius, HS-HMH & Holt	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.	Yes	0
Foreign Language	Online courses through Comprehend	No	0
Health	Online courses and teacher created materials	No	0
Visual and Performing Arts	Online courses, music teacher instruction, art and multimedia courses with teacher created materials.	No	0
Science Laboratory Equipment (grades 9-12)	Teacher created kits	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 Doyle Campus is leased from Fort Sage Unified School District. 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 is in the process of purchasing the building from Fort Sage Unified 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 2022

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		Ceiling tiles are stained; however the tiles are not available any longer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

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: Structural Damage, Roofs		X		Ramps to portables 3&4 need repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Broken window in shop and tech room; 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** |

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	13	N/A	33

2021-22 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	151	147	97.35	2.65	27.21
Female	70	69	98.57	1.43	31.88
Male	81	78	96.30	3.70	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	25	24	96.00	4.00	37.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	12	100.00	0.00	8.33
White	110	107	97.27	2.73	27.10
English Learners	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	87	98.86	1.14	20.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	17	17	100.00	0.00	23.53

2021-22 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	151	147	97.35	2.65	15.65
Female	70	69	98.57	1.43	13.04
Male	81	78	96.30	3.70	17.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	25	24	96.00	4.00	20.83
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	12	100.00	0.00	0.00
White	110	107	97.27	2.73	15.89
English Learners	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	87	98.86	1.14	5.75
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	17	17	100.00	0.00	11.76

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	33.33	14.67	8.33	24	28.5	29.47

2021-22 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	78	75	96.15	3.85	14.67
Female	44	43	97.73	2.27	20.93
Male	34	32	94.12	5.88	6.25
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	51	96.23	3.77	21.57
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	42	97.67	2.33	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 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.

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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	48
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.5
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	77.78
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	15.79

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, 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
Grade 5	100	100	100	100	100
Grade 7	95	95	95	95	95
Grade 9	95	100	100	100	100

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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	3.8		12.5	7.7		8.9	7.8
Graduation Rate		90	88.5		82.5	84.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	26	23	88.5
Female	17	15	88.2
Male	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	17	15	88.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	20	17	85.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	284	275	46	16.7
Female	147	142	26	18.3
Male	137	133	20	15.0
American Indian or Alaska Native	8	8	1	12.5
Asian	1	1	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	50	50	4	8.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	23	4	17.4
White	200	191	37	19.4
English Learners	4	4	0	0.0
Foster Youth	2	2	0	0.0
Homeless	11	10	1	10.0
Socioeconomically Disadvantaged	185	178	38	21.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	46	8	17.4

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	7.31	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.02	2.11	4.14	4.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0.00
Female	2.04	0.00
Male	2.19	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.35	0.00
White	2.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	1		
1	1	2		
2				
3				
4				
5	1	3		
6	9	2		
Other	11	7	3	

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		
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		
1				
2				
3	1	1		
4	1	1		
5	13	1		
6	7	3	1	
Other	12	6	3	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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		
Mathematics	1	33		
Science	2	27		
Social Science	2	25		

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		

2021-22 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	492

2021-22 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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$57,956
Percent Difference - School Site and District	N/A	N/A	0.0	-4.1
State	N/A	N/A	$6,594	$73,001
Percent Difference - School Site and State	N/A	N/A	39.9	-27.0

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$37,621	$46,419
Mid-Range Teacher Salary	$53,334	$69,902
Highest Teacher Salary	$94,444	$97,912
Average Principal Salary (Elementary)		$111,731
Average Principal Salary (Middle)		$122,012
Average Principal Salary (High)		$122,212
Superintendent Salary	$119,000	$150,971
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	8%	6%

2021-22 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. Staff members have previously been able to choose a coach from Better Lesson; this year, staff has been able to select working with staff from Computers Using Educators (CUE) or Modern Classroom to learn more about online/ digital learning, engaging in one-on-one video discussions; mentor support; principal-teacher conversations; and twice monthly early dismissal days for collegial conversations to discuss results and student performance data. Due to concerns with COVID-19, staff received trainings focused on social emotional learning via webinar.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10