

# 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

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

## 2023-24 District Contact Information

<b>District Name</b>	Long Valley School
<b>Phone Number</b>	530-827-2395
<b>Superintendent</b>	Sherri Morgan
<b>Email Address</b>	smorgan@longvalleycs.org
<b>District Website</b>	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
<b>Total Enrollment</b>	<b>232</b>

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.90	59.30	17.10	56.47	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	4.57	1.10	3.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.40	33.13	9.80	32.36	12115.80	4.41
<b>Unknown</b>	0.30	2.85	2.20	7.31	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.00	61.46	18.40	58.22	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.50	1.80	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.40	36.78	7.80	24.76	11953.10	4.28
<b>Unknown</b>	0.20	1.69	4.80	15.18	15831.90	5.67
<b>Total Teaching Positions</b>	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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.60</b>	<b>0.00</b>

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
<b>Total Out-of-Field Teachers</b>	<b>4.40</b>	<b>5.40</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (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.

<b>Year and month in which the data were collected</b>	January 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Reading Wonders (2017), Magnetic Reading Foundations (2023), McRuffy (2019), Amplify (2020), Common Core Standards Plus, i-Ready Reading (2019), Thoughtful Learning (2019), College Board-Springboard (IS Only 7-12 2017), Handwriting Without Tears (2023), Step Up to Writing, Online Bright Thinker courses	Yes	0
<b>Mathematics</b>	Math Expressions (2015), Big Ideas (2015), McRuffy (2019) Envision, Common Core Standards Plus (2016-17), Ready Common Core Mathematics (2023), Sadlier Math (2019), Online Bright Thinker courses	Yes	0
<b>Science</b>	Lab Aids (2019), Studies Weekly Science Weekly (2019), HMH Science Dimensions (2018), Mystery Science, Generation Genius (2021), HS-HMH & Holt (2019), Online Bright Thinker courses	Yes	0
<b>History-Social Science</b>	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 (2019)	Yes	0
<b>Foreign Language</b>	Rosetta Stone augmented by supplementary teacher-supported language practice communities (2022)	No	0
<b>Health</b>	Online Bright Thinker courses and teacher created materials	No	0
<b>Visual and Performing Arts</b>	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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Ceiling tiles are stained; however the tiles are not available any longer.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Bathroom stall doors need replacement, new toilet in portable ordered and will be replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs		X		Ramps to portables 3&4 need repair
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	27	32	24	26	47	46
<b>Mathematics</b> (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
<b>All Students</b>	142	141	99.30	0.70	31.91
<b>Female</b>	73	73	100.00	0.00	32.88
<b>Male</b>	69	68	98.55	1.45	30.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	26	26	100.00	0.00	53.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	17	17	100.00	0.00	29.41
<b>White</b>	94	93	98.94	1.06	24.73
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	90	89	98.89	1.11	25.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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
<b>All Students</b>	142	141	99.30	0.70	16.31
<b>Female</b>	73	73	100.00	0.00	12.33
<b>Male</b>	69	68	98.55	1.45	20.59
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	26	26	100.00	0.00	15.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	17	17	100.00	0.00	23.53
<b>White</b>	94	93	98.94	1.06	13.98
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	90	89	98.89	1.11	10.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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
<b>Science</b> (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
<b>All Students</b>	68	68	100.00	0.00	30.88
<b>Female</b>	33	33	100.00	0.00	33.33
<b>Male</b>	35	35	100.00	0.00	28.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	15	15	100.00	0.00	46.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	48	48	100.00	0.00	22.92
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	44	44	100.00	0.00	18.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
Grade 5	84%	84%	84%	84%	84%
Grade 7	80%	80%	80%	80%	80%
Grade 9	57%	57%	57%	57%	57%

## 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
<b>Dropout Rate</b>	8.7	3.8	0	18.8	7.7	10.8	9.4	7.8	8.2
<b>Graduation Rate</b>	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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

## 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 self-paced mastery based Integrated Math I course has been created by our high school math teacher. This course was designed to ensure students' completion of the high school algebra requirement. A career and college counselor met with all students in grades 7-12. 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
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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
<b>Total AP Courses Offered</b> 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	