

REQUIRED INDICATORS FOR LCAP DEVELOPMENT

Spring 2021 Review for 2021-2022 LCAP

Long Valley School & Thompson Peak Charter School

GOAL 1: CONDITIONS FOR LEARNING		
Priority	Indicators/ Metrics	Outcomes (Source)
Priority 1: Basic	Teachers appropriately assigned and credentialed	All staff is appropriately assigned. LVS & TPC-2 staff members at each school with temporary credentials. (SARC Report)
	Students have access to standards-aligned materials	Yes. Book inventory; no complaints.
	School facilities are maintained in good repair	Portola & Susanville have good ratings. Doyle is rated fair: roof repairs needed (planned for summer) and black top/sidewalks are cracked (planned as part of the USDA loan).
Priority 2: Implementation of State Standards	Has the school implemented the required standards for each subject are?	The school has implemented standards for core subjects and will be introducing standards in 2021-22 for the following: health, PE, library, and world languages. The staff notes needed support in the next generation science standards. (by staff survey)
	Are English Learners provided access to the standards for both academic content and English Language proficiency?	Yes. Materials for EL available for all subjects.
Priority 7: Course Access	Does the school offer all of the subject areas required by law?	The only course not widely made available is foreign language for middle school. This will be addressed in the 2022 LCAP. (course catalog)
	Are all courses accessible to low income students?	Yes, there is equal access (student information system report).
	Are all courses accessible to Special Education students?	Yes, there is equal access (student information system report).

GOAL 2: PUPIL OUTCOMES		
Priority	Indicators/Metrics	Outcomes (Source)
Priority 4: Pupil Achievement	State Assessments-ELA	CAASPP scores from 2019 demonstrate students are performing below standard and state averages; i-Ready and MAPS local assessments confirm this continues to be an area of need. (See GAP analysis for more detail)
	State Assessment Math	CAASPP scores from 2019 demonstrate students are performing below standard and state averages; i-Ready and MAPS local assessments confirm this continues to be an area of need. (See GAP analysis for more detail)
	The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study for career technical educational.	CA School Dashboard (an GAP analysis) identifies this as an area of need.
	Percentage of English Learner pupils who make progress toward English proficiency.	ELPAC-no report due to 10 or fewer students (privacy protected)
	English learner reclassification rate	No report due to 10 or fewer students (privacy protected-CALPADS)
	Percentage of pupils who demonstrate college preparedness on the Early Assessment Program or other assessments. (measured through the 11 th grade CAASPP)	LVS: ELA-43.75% met or exceeded standard; Math-12.5% met or exceeded standard. TPC: ELA-30.14% met or exceeded standard; Math-13.7% met or exceeded standard. (based on CAASPP scores from 2019)
Priority 8: Other Pupil Outcomes	Career/college indicator	LVS: 45% of students prepared or approaching prepared (-5%) TPC: 25.9% of students prepared or approaching prepared (-12%) (2020 CA School Dashboard with 2019 data)

GOAL 3: ENGAGEMENT		
Priority	Indicators/ Metrics	Outcomes (Source)
Priority 3: Family Involvement	Does the school seek family input in school decision making?	Statistics to be provided from the annual spring survey.
	Does the school promote parental participation in programs for low income, English learners and foster youth?	Yes. Advisory council hosts Title I meeting annually and encourages input to policy and compact documents.
	Does the school promote parental participation in programs for individuals with exceptional needs (special education)?	Yes. IEP records indicate 100% participation.
Priority 5: Pupil Engagement	School attendance rates	LVS: 84% in 2019-20 (COVID-19); TPC: 69% in 2019-20 (COVID-19)
	Chronic absenteeism rates	LVS: 12.1% (Dataquest report from 2018-19) TPC: 0% (Dataquest report from 2018-19)
	Middle school dropout rates	Most recent data is 2016-17 for both schools combined: 0%
	High school dropout rates	Most recent data is 2016-17-for both schools combined: 0%
	High school graduation rates	LVS: 90.5% 2019-20 (CA School Dashboard) TPC: 79.3% 2019-20 (CA School Dashboard)
Priority 6: School Climate	Pupil suspension rates	Both schools: 0% 2019-20 (Dataquest)
	Pupil expulsion rates	Both schools have a 0% expulsion rate.
	Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness	Statistics to be provided from the annual spring survey.