

Long Valley Charter School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

| School Contact Information | |
|----------------------------|--------------------------|
| School Name | Long Valley Charter |
| Street | 436-965 Susan Dr. |
| City, State, Zip | Doyle, CA 96109-0007 |
| Phone Number | (530) 827-2395 |
| Principal | Sherri Morgan |
| E-mail Address | smorgan@longvalleycs.org |
| Web Site | www.longvalleycs.org |
| CDS Code | 18 64162 6010763 |

| District Contact Information | |
|-------------------------------------|--------------------------|
| District Name | Long Valley Charter |
| Phone Number | (530) 827-2395 |
| Superintendent | Sherri Morgan |
| E-mail Address | smorgan@longvalleycs.org |
| Web Site | www.longvalleycs.org |

School Description and Mission Statement (School Year 2016-17)

Long Valley Charter School provides a hybrid model of education, offering both a classroom based facility for K-8 students in Doyle and a K-12 blended personalized learning/independent study program in Lassen, Plumas, and Sierra counties. 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.

Long Valley Charter School consults with parents and teachers on a regular basis regarding the charter school's education programs as required by the Charter School Act.

Vision

It is our privilege, as an educational community, to help each child achieve his/her highest potential, to provide opportunities for self-discovery, and to prepare students for the challenges of a rapidly changing world.

Mission

The mission of Long Valley Charter 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.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 34 |
| Grade 1 | 26 |
| Grade 2 | 24 |
| Grade 3 | 24 |
| Grade 4 | 21 |
| Grade 5 | 21 |
| Grade 6 | 25 |
| Grade 7 | 16 |
| Grade 8 | 28 |
| Grade 9 | 18 |
| Grade 10 | 28 |
| Grade 11 | 50 |
| Grade 12 | 48 |
| Total Enrollment | 363 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 4.4 |
| Asian | 0.3 |
| Filipino | 0.3 |
| Hispanic or Latino | 16.8 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 70.5 |
| Two or More Races | 4.7 |
| Socioeconomically Disadvantaged | 68 |
| English Learners | 1.7 |
| Students with Disabilities | 15.7 |
| Foster Youth | 1.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 18 | 24 | 22 | 22 |
| Without Full Credential | 0 | 0 | 2 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 73.4 | 26.6 |
| All Schools in District | 56.7 | 43.3 |
| High-Poverty Schools in District | 56.7 | 43.3 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

With the transition to new state standards, LVCS is adopting materials as they become available. Teachers participate on countywide committees to review materials and make recommendations to the LVCS community.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--|--|----------------------------|---|
| Reading/Language Arts | Wonders K-5; Amplify 6-8 and online programs and teacher units for 9-12 | Yes | 0 |
| Mathematics | 2014-Big Ideas Math, Math Expressions | Yes | 0 |
| Science | Houghton Mifflin, Glencoe, Holt Science & Technology | Yes | 0 |
| History-Social Science | Houghton Mifflin, Glencoe, History Alive, Scholastic Weekly, teacher developed units | Yes | 0 |
| Foreign Language | Online courses-Plato/Edmentum | | 0 |
| Health | Houghton Mifflin, Prentice Hall | Yes | 0 |
| Visual and Performing Arts | Glencoe History of Art, Plato/Edmentum online courses and teacher developed units | | 0 |
| Science Laboratory Equipment (grades 9-12) | Students participate in online courses with virtual labs or in community college lab sciences. | | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

In all communities, facilities are leased. In Doyle, the building is leased from Ft. Sage Unified School District and in Susanville and Portola, from private owners. All facilities are clean and safe. The ageing of the facilities is a concern. The communities are interested in constructing new facilities to increase program offerings and to be in control of repairs of buildings and equipment as needed without requiring an intermediary to move forward. At this time, the Doyle location is actively involved in seeking funding for a set of plans. Susanville and Portola locations are seeking options to lease or purchase buildings.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: December 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: December 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Interior: Interior Surfaces | | X | | Ageing of facilities requires painting, replacement of ceiling tiles and other cosmetic repairs. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | | X | | Although adequate, electric boxes and wiring is ageing and will need updating in the future. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | | X | Outside drinking fountain is not working in Doyle. One of the two preschool restrooms needs repair. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | Playground in Doyle is need of updating. The asphalt on the basketball court is cracked and needs resurfacing. |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 2016 | | | | |
|---|-----------|------|------|------|
| Overall Rating | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 33 | 33 | 44 | 44 | 44 | 48 |
| Mathematics | 19 | 15 | 22 | 22 | 34 | 36 |

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 27 | 27 | 100.0 | 40.7 |
| | 4 | 23 | 23 | 100.0 | 34.8 |
| | 5 | 26 | 25 | 96.2 | 48.0 |
| | 6 | 30 | 27 | 90.0 | 18.5 |
| | 7 | 27 | 26 | 96.3 | 26.9 |
| | 8 | 30 | 29 | 96.7 | 37.9 |
| | 11 | 54 | 52 | 96.3 | 26.9 |
| Male | 3 | 13 | 13 | 100.0 | 38.5 |
| | 5 | 12 | 11 | 91.7 | 54.5 |
| | 6 | 16 | 15 | 93.8 | 13.3 |
| | 7 | 13 | 13 | 100.0 | 15.4 |
| | 8 | 14 | 13 | 92.9 | 30.8 |
| | 11 | 26 | 25 | 96.2 | 24.0 |
| Female | 3 | 14 | 14 | 100.0 | 42.9 |
| | 4 | 13 | 13 | 100.0 | 30.8 |
| | 5 | 14 | 14 | 100.0 | 42.9 |
| | 6 | 14 | 12 | 85.7 | 25.0 |
| | 7 | 14 | 13 | 92.9 | 38.5 |
| | 8 | 16 | 16 | 100.0 | 43.8 |
| | 11 | 28 | 27 | 96.4 | 29.6 |
| Hispanic or Latino | 11 | 12 | 11 | 91.7 | 36.4 |
| White | 3 | 17 | 17 | 100.0 | 41.2 |
| | 4 | 15 | 15 | 100.0 | 33.3 |
| | 5 | 17 | 17 | 100.0 | 41.2 |
| | 6 | 18 | 16 | 88.9 | 25.0 |
| | 7 | 23 | 22 | 95.7 | 27.3 |
| | 8 | 17 | 17 | 100.0 | 47.1 |
| | 11 | 37 | 36 | 97.3 | 22.2 |
| Socioeconomically Disadvantaged | 3 | 19 | 19 | 100.0 | 42.1 |
| | 4 | 15 | 15 | 100.0 | 26.7 |
| | 5 | 17 | 16 | 94.1 | 50.0 |
| | 6 | 22 | 20 | 90.9 | 5.0 |
| | 7 | 22 | 21 | 95.5 | 28.6 |
| | 8 | 22 | 21 | 95.5 | 47.6 |
| | 11 | 32 | 30 | 93.8 | 20.0 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 27 | 27 | 100.0 | 22.2 |
| | 4 | 23 | 23 | 100.0 | 30.4 |
| | 5 | 26 | 25 | 96.2 | 28.0 |
| | 6 | 30 | 27 | 90.0 | 11.1 |
| | 7 | 27 | 26 | 96.3 | 15.4 |
| | 8 | 27 | 26 | 96.3 | 15.4 |
| | 11 | 55 | 53 | 96.4 | 1.9 |
| Male | 3 | 13 | 13 | 100.0 | 23.1 |
| | 5 | 12 | 11 | 91.7 | 36.4 |
| | 6 | 16 | 15 | 93.8 | 6.7 |
| | 7 | 13 | 13 | 100.0 | 15.4 |
| | 8 | 13 | 13 | 100.0 | 15.4 |
| | 11 | 27 | 26 | 96.3 | 3.9 |
| Female | 3 | 14 | 14 | 100.0 | 21.4 |
| | 4 | 13 | 13 | 100.0 | 23.1 |
| | 5 | 14 | 14 | 100.0 | 21.4 |
| | 6 | 14 | 12 | 85.7 | 16.7 |
| | 7 | 14 | 13 | 92.9 | 15.4 |
| | 8 | 14 | 13 | 92.9 | 15.4 |
| | 11 | 28 | 27 | 96.4 | |
| Hispanic or Latino | 11 | 12 | 11 | 91.7 | |
| White | 3 | 17 | 17 | 100.0 | 17.6 |
| | 4 | 15 | 15 | 100.0 | 40.0 |
| | 5 | 17 | 17 | 100.0 | 23.5 |
| | 6 | 18 | 16 | 88.9 | 12.5 |
| | 7 | 23 | 22 | 95.7 | 18.2 |
| | 8 | 23 | 22 | 95.7 | 18.2 |
| | 11 | 38 | 37 | 97.4 | 2.8 |
| Socioeconomically Disadvantaged | 3 | 19 | 19 | 100.0 | 21.1 |
| | 4 | 15 | 15 | 100.0 | 26.7 |
| | 5 | 17 | 16 | 94.1 | 25.0 |
| | 6 | 22 | 20 | 90.9 | |
| | 7 | 22 | 21 | 95.5 | 19.1 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 8 | 22 | 21 | 95.5 | 19.1 |
| | 11 | 33 | 31 | 93.9 | 3.3 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 46 | 41 | 44 | -- | -- | 53 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 85 | 79 | 92.9 | 44.3 |
| Male | 46 | 42 | 91.3 | 52.4 |
| Female | 39 | 37 | 94.9 | 35.1 |
| Hispanic or Latino | 22 | 19 | 86.4 | 36.8 |
| White | 52 | 50 | 96.2 | 48.0 |
| Socioeconomically Disadvantaged | 65 | 61 | 93.9 | 44.3 |
| Students with Disabilities | 12 | 11 | 91.7 | 18.2 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Recognizing the needed emphasis on career technical education, the LVCS Governing Board adopted a graduation requirement for 10 credits in CTE. A combination of online courses through Plato and hands-on teacher lead courses are offered. As LVCS moves to creating CDE compliant pathways, two new CTE Pathways have been developed and piloted in Agriculture during the 16-17 school year. Additionally, a credentialed career and college counselor instructs small group and individualized lessons in career exploration for all grades and works individually with students to develop career and post high school goals. The counselor has developed a post graduation survey to gather information on actual pursuits. Additional pathways are in development for the 16-17 school year in work led by CTE Teacher Annie Tipton and Counselor Kathi Sherman.

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 47 |
| % of pupils completing a CTE program and earning a high school diploma | 0 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 12 | 16 | 20 |
| 7 | 11.5 | 19.2 | 3.8 |
| 9 | 23.5 | 29.4 | 5.9 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Long Valley Charter School consults with parents and teachers on a regular basis regarding the Charter School's education programs as required by the Charter Schools Act. Parents are directly involved with creating an individual goal plan for their student each year. Each Long Valley Charter School Resource Center/site has a site committee (comprised of students, parents, and staff) that meets regularly to provide input on local policies and procedures and to plan activities and fundraisers that benefit all Long Valley Charter students. Each Site Committee selects 4 representatives, 2 staff and 2 parents/students/community members to participate in the school's Advisory Council which reports directly to the Governing Board. This structure supports the local needs and connects all voices to consider school-wide issues.

The Long Valley Charter community has many parent volunteers who provide classroom assistance, travel with students on field trips, participate in fundraising, and provide support for everything from picture day to staff appreciation. Parents of classroom based students are invited to attend awards assemblies and student performances each month. Parents are an integral part of our personalized learning program, involved in the daily planning and instruction of their students.

For further details at each location call: Doyle 827-2395, Portola 832-5507 and Susanville 257-7300

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | | 21.60 | 18.40 | | 66.70 | 75.00 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | | 64.71 | 67.35 | | 33.33 | 25.00 | 80.44 | 80.95 | 82.27 |

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Group | Graduating Class of 2015 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 100 | 100 | 86 |
| Black or African American | 0 | 0 | 78 |
| American Indian or Alaska Native | 100 | 100 | 78 |
| Asian | 0 | 0 | 93 |
| Filipino | 0 | 0 | 93 |
| Hispanic or Latino | 75 | 90 | 83 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 85 |
| White | 100 | 100 | 91 |
| Two or More Races | 0 | 0 | 89 |
| Socioeconomically Disadvantaged | 100 | 100 | 66 |
| English Learners | 0 | 0 | 54 |
| Students with Disabilities | 100 | 100 | 78 |

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.1 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

The school safety plan covers recommended steps that could be implemented in the event of a crisis or child abuse reporting, disaster plans, suspension/expulsion procedures, policies on sexual harassment, dress codes, safe ingress and egress procedures, bus transportation plans, and school discipline. The Injury and Illness Safety Plan focuses on strategies to prevent employee and student injuries. Fire drills are conducted throughout the year. Signs are posted at each entrance to the school instructing visitors to report the school's office. The school provides for First Aid and CPR training, covering the cost for staff members.

The school safety plan is reviewed annually and is last approved by the Board on 1/17/17.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|----------|
| Program Improvement Status | In PI | |
| First Year of Program Improvement | 2012-2013 | |
| Year in Program Improvement* | Year 2 | |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 50.0 |

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| 1 | | | | | 19 | 1 | | | 19 | 1 | | |
| Other | 24 | 1 | 3 | | 22 | 2 | 2 | | 22 | 2 | 2 | |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 13 | 12 | 1 | 2 | 6 | 23 | | | 6 | 23 | | |
| Mathematics | 7 | 20 | 3 | | 4 | 25 | | | 4 | 25 | | |
| Science | 7 | 12 | 1 | | 5 | 18 | | | 5 | 18 | | |
| Social Science | 7 | 24 | 2 | | 7 | 24 | | | 7 | 24 | | |

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1 | 125 |
| Counselor (Social/Behavioral or Career Development) | 1 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist | | N/A |
| Other | | N/A |

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$7,289 | \$413 | \$6,876 | \$58,304 |
| District | N/A | N/A | \$6,876 | \$58,304 |
| Percent Difference: School Site and District | N/A | N/A | 0.0 | 0.0 |
| State | N/A | N/A | \$5,677 | \$60,985 |
| Percent Difference: School Site and State | N/A | N/A | 21.1 | -4.4 |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

In all classrooms, a paraeducator is employed to provide direct support to all students. Federal Title I monies are used to provide two credentialed teachers assigned to support students with direct instruction. A career/college counselor with a pupil services credential is employed to support students in considering their post-high school plans, to develop opportunities for work experience and internships, and provide opportunities for K-12 career exploration. Students qualifying for Special Education Services are provided direct instruction services by Special Education staff via an MOU with Lassen County SELPA. Social-emotional support is provided by contracted mental health professionals.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | \$41,085 |
| Mid-Range Teacher Salary | | \$59,415 |
| Highest Teacher Salary | | \$75,998 |
| Average Principal Salary (Elementary) | | \$100,438 |
| Average Principal Salary (Middle) | | \$101,868 |
| Average Principal Salary (High) | | |
| Superintendent Salary | | \$116,069 |
| Percent of Budget for Teacher Salaries | 21% | 33% |
| Percent of Budget for Administrative Salaries | 0% | 7% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 4 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 2 | N/A |
| Science | 2 | N/A |
| Social Science | 4 | N/A |
| All courses | 16 | 0 |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Charter School provides two school-wide staff development days per year. In addition, the Charter School observes one minimum day per week, with the afternoon being dedicated to staff development and professional collaboration activities. Staff members are also provided staff development based on their perceived needs and release time is provided to them for participation in the professional development programs requested and approved. The focus of professional development continues to be on implementation of California state standards and the transition to mastery-based learning. Teacher surveys and staff analysis of student achievement data drive specific trainings.