

# Long Valley Charter School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Long Valley Charter
<b>Street</b>	436-965 Susan Dr.
<b>City, State, Zip</b>	Doyle, CA 96109-0007
<b>Phone Number</b>	(530) 827-2395
<b>Principal</b>	Sherri Morgan
<b>E-mail Address</b>	smorgan@longvalleycs.org
<b>Web Site</b>	www.longvalleycs.org
<b>CDS Code</b>	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 2017-18)

Long Valley Charter School provides a hybrid model of education, offering both a classroom based facility for Transitional Kindergarten (TK)-grade 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 2016-17)

Grade Level	Number of Students
Kindergarten	24
Grade 1	23
Grade 2	25
Grade 3	20
Grade 4	18
Grade 5	24
Grade 6	26
Grade 7	26
Grade 8	27
Grade 9	26
Grade 10	23
Grade 11	34
Grade 12	54
<b>Total Enrollment</b>	<b>350</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	3.4
Asian	0.3
Filipino	0.3
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	0.3
White	71.7
Two or More Races	5.7
Socioeconomically Disadvantaged	68.9
English Learners	2
Students with Disabilities	20.3
Foster Youth	1.1

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	22	13	
Without Full Credential	0	2	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

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 (2016)	Yes	0
Mathematics	Big Ideas Math 6-12, Math Expressions K-5 (2014), Khan Academy online	Yes	0
Science	Houghton Mifflin, Glencoe, Holt Science & Technology, Mystery Science	Yes	0
History-Social Science	Houghton Mifflin, Glencoe, Social Studies Weekly, Scholastic Weekly, teacher developed units	Yes	0
Foreign Language	Online courses-Cyberhigh, Florida Virtual Academy	No	0
Health	Houghton Mifflin, Prentice Hall	Yes	0
Visual and Performing Arts	Glencoe History of Art, Cyberhigh & Florida Virtual online courses and teacher developed units	No	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 Portola, from private owners. All facilities are clean and safe. The ageing of the facility in Doyle is a concern, as parts for repair have limited availability. 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. The Portola resource center has modern space which is in excellent repair.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Ageing of facilities requires painting, replacement of ceiling tiles and other cosmetic repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Although adequate, electric boxes and wiring is ageing and will need updating in the future.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		Outside drinking fountain is not working in Doyle.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground in Doyle is in 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: January 2018				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	37	44	47	48	48
Mathematics (grades 3-8 and 11)	15	17	22	26	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	193	180	93.26	36.52
Male	101	95	94.06	34.04
Female	92	85	92.39	39.29
Hispanic or Latino	30	29	96.67	31.03
White	138	129	93.48	37.01
Two or More Races	11	10	90.91	40

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	133	123	92.48	30.58
<b>Students with Disabilities</b>	37	36	97.3	16.67

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	192	179	93.23	16.76
<b>Male</b>	101	95	94.06	14.74
<b>Female</b>	91	84	92.31	19.05
<b>Hispanic or Latino</b>	30	29	96.67	13.79
<b>White</b>	137	128	93.43	14.84
<b>Two or More Races</b>	11	10	90.91	30
<b>Socioeconomically Disadvantaged</b>	132	122	92.42	13.93
<b>Students with Disabilities</b>	38	37	97.37	16.22

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	41	44	--	53	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

Recognizing the needed emphasis on career technical education, the LVCS Governing Board updated the graduation requirement to 20 credits in CTE. A combination of online courses through Florida Virtual Academy and eDynamics, dual enrollment in community colleges, and hands-on teacher lead courses are offered. Six CTE Pathways have been developed and adopted between the 16-17 and 17-18 school years; the pathways include the areas of Agriculture, Building Trades, Automotive, and Health & Safety. 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 led by CTE Teacher Annie Tipton and Counselor Kathi Sherman.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	40
% 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	37.46
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	13.95

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.7	9.1	9.1
7	7.1	28.6	14.3
9	9.1	22.7	9.1

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 State priority: Parental Involvement (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 2017-18)

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.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	21.6	18.4	8.3	66.7	75		11.5	10.7	9.7
Graduation Rate	64.71	67.35	89.58	33.33	25		80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	89.58	98.48	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	66.67	66.67	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	85.71	77.78	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	94.44	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	66.67	100	63.9
English Learners	0	0	55.44
Students with Disabilities	91.43	95.65	85.45
Foster Youth	0	0	68.19

### 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.2	0.4	0.0	0.1	0.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2017-18)

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. Drills conducted throughout the year include regular fire, earthquake and stranger on campus drills. 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.

Tabletop scenario trainings took place at each location during the month of September.

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	6	23			11	13	3	1	6	34	1	
Mathematics	4	25			5	25	1		2	28		
Science	5	18			5	19			4	18		
Social Science	7	24			8	24	1	1	4	42		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	125
Resource Specialist	1	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 2015-16)**

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	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	4.6	-5.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

In all classrooms, a paraeducator is employed to provide direct support to all students. Federal Title I monies are used to provide credentialed teacher support. 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 credentialed staff.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Superintendent Salary		\$117,868
Percent of Budget for Teacher Salaries	21%	32%
Percent of Budget for Administrative Salaries		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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	1	N/A
All courses	1	0.3

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 four 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 schoolwide professional development continues to be on implementation of California state standards, mastery-based learning, and analysis of academic achievement data. Teacher surveys and staff analysis of student achievement data drive specific trainings and are identified in the school's LCAP.