

# Long Valley School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	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 or Misty Brussato
<b>Email Address</b>	smorgan@longvalleycs.org
<b>Website</b>	www.longvalleycs.org
<b>County-District-School (CDS) Code</b>	18-75036-6010763

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

### School Description and Mission Statement (School Year 2019-20)

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-12 blended, personalized learning program in Portola. Students in the personalized learning program also have the option for distance learning for students in the counties contiguous to Lassen County. The Charter School’s purpose is to provide opportunities for teachers, parents, students, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

The mission of Long Valley School is to equip its students with the knowledge and skills to be successful, responsible, and intelligent participants of a global society. It is our goal to provide an educational foundation that includes mastery of academic content, independent thinking, creativity, critical thinking, communication, and collaboration; thus, to best prepare students for a future yet to be imagined.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	27
Grade 1	16
Grade 2	16
Grade 3	23
Grade 4	23
Grade 5	22
Grade 6	22
Grade 7	15
Grade 8	13
Grade 9	21
Grade 10	10
Grade 11	17
Grade 12	7
<b>Total Enrollment</b>	<b>232</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	3
Asian	0.9
Filipino	0.4
Hispanic or Latino	14.2
White	72
Two or More Races	8.2
Socioeconomically Disadvantaged	59.9
English Learners	2.6
Students with Disabilities	14.2
Homeless	0.4

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential			13	13
Without Full Credential			1	1
Teaching Outside Subject Area of Competence (with full credential)			0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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 2019-20)

Year and month in which data were collected: September 2019

The school has adopted SBE standards based curriculum for mathematics, English Language Arts, and Social Studies. The school has partially adopted NGSS aligned science materials. High school curriculum has been reviewed for alignment and adopted by the governing board.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders, Amplify , Common Core Standards Plus, i-Ready Reading (2017-18)	Yes	0
<b>Mathematics</b>	Math Expressions, Big Ideas, Envision, Common Core Standards Plus (2016-17), i-Ready Mathematics, Jump Math	Yes	0
<b>Science</b>	Mystery Science, Amplify, Science Weekly, Glencoe Focus on Science (MS), Glencoe Bioly, HMH Earth & Space, Chemistry and Physics. (2018-19)	No	0
<b>History-Social Science</b>	Studies Weekly, TCI-History Alive, McGraw Hill MS textbooks, McGraw Hill World History, US History, Principals of Economics, Government. (2017-18)	Yes	0
<b>Foreign Language</b>	Online courses through Florida Virtual and Comprehend (2018-19)	No	0
<b>Health</b>	Online courses and teacher created materials (2018-19)	No	0
<b>Visual and Performing Arts</b>	Online courses, music teacher instruction, art and multimedia courses with teacher created materials.(2018-19)	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Lab kits developed by staff to fulfill requirements in Glencoe high school textbooks (2018-19)	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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. One planned improvement is to add a painted stripe along a sloped sidewalk area; outside temperature and snow has delayed the completion.

The Doyle Campus is leased from Fort Sage Unified School District. The school's cleanliness and adequacy is rated as excellent. There are concerns about safety due to cracks in sidewalks, basketball court, and the parking lot. A recent review by the charter's insurance company revealed the need for updating of playground structures and surrounding ground surfaces. One structure will be removed when weather permits to eliminate the hazard. Planning for the other structures is in process.

The status of "in good repair" is rated fair to poor at the Doyle campus. Most notably, the roof has experienced leaks which are repaired as they occur. The FIT report below reflects the Doyle campus.

### 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

**Year and month of the most recent FIT report:** November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Torn carpet in portable units in need of repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	While functional, the age of the fire alarm system warrants consideration of a new system. In February 2020, the governing board will consider the purchase.
<b>Structural:</b> Structural Damage, Roofs	Poor	Roof is in poor condition and leaks are the result. As leaks occur, roof repair is completed. Quotes for replacement are currently being gathered. The pump room is deteriorating from age and weather and will need updating within the next year.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Playground structures are in need of updating. Estimates for ground surfaces are being gathered. One irreparable structure has been removed in December 2019. Windows, doors, gates and fences are rated as good.
<b>Overall Rating</b>	Fair	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	44	39	47	50	48
Mathematics (grades 3-8 and 11)	25	28	19	26	38	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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>					
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>English Learners</b>					
<b>Students with Disabilities</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

During 2018-19, Long Valley Charter School provided Career Technology Education (CTE) to students. 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 pathways include the required introductory, concentration and capstone courses. Students may select online curriculum, college courses, and 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).

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	19.31
2017-18 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 monthly. The site committee's purpose is to involve parents in the learning community and support the efforts of student 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 school 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.

### 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions									
Expulsions									

### School Safety Plan (School Year 2019-20)

The comprehensive school safety plan was last reviewed and updated in September 2019; this update was expressly to reflect the new school. Prior to that date, a more comprehensive update was adopted by the governing board in April 2019. The school's Advisory Council is scheduled for its annual review on 1/23/2020. This committee is comprised of faculty, parents, and a student member. The Safety Plan will then be sent to the governing board in February 2020.

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 procedures.

## 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.

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

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

\*\* "Other" category is for multi-grade level classes.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	6	34	1		2	25			2	26		
Mathematics	2	28			2	26			2	31		
Science	4	18			2	17			2	29		
Social Science	4	42			2	23			2	29		

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	11994	1935	10059	58074
<b>District</b>	N/A	N/A	10059	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Long Valley School opened 7/1/2019. Previously, the school entity know as Long Valley Charter School was authorized by the Ravendale-Termo Elementary School District and closed on 6/30/2019. Programs and services provided by Long Valley Charter School included the provision of paraeducators in all classrooms and response to intervention services to support academic needs. A career and college counselor met with all students in grades 7-12 and mental health counseling was available for general education students. The school also employed a Career Technology Coordinator to expand offerings and support the selection of career pathways for students.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

### Advanced Placement (AP) Courses (School Year 2018-19)

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

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Annually, the plan for staff development is determined by both the needs assessment engaged in during the Local Control Accountability Plan (LCAP) process and a survey administered to staff. Current schoolwide initiatives include improving mathematics and writing, mastery-based learning, and increasing opportunities for hands-on or project based learning. Staff indicate which initiatives and areas they need more support. In general, the school shares information in an assembly format with the staff as a whole group. The support is then personalized based on individual needs and progress. Staff members may choose from using a coach from Better Lesson, engaging in one-on-one video discussions; mentor support; principal-teacher conversations; and twice monthly early dismissal days for collegial conversations to discuss results and student performance data.