

Long Valley School
2021-22 Local Indicators Annual Report
Priorities 1, 2, 3, 6, and 7

Priority 1 – Basic Services (Conditions of Learning)-(from 2/2022 SARC)

- 1a.** 100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.
- 1b.** 100% of our classrooms have sufficient instructional materials as verified by quarterly report to the Board.
- 1c.** Overall rating of our facilities: Doyle: Fair; Portola: Good.

Priority 2 – Implementation of State Standards (Conditions of Learning)

The school has chosen to conduct a “School Staff Needs Survey.” These results were from a survey administered in May 2021. Teachers rate items on a 5 point weighted scale as follows:

1. Initial awareness
2. Early training and planning
3. Initial implementation
4. Full implementation
5. Full sustainability.

Note: prior year scores are in parentheses

2a.

Rate our progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below;

ELA-CCSS: 3.83 (3.38)	NGSS: 3.17 (2.93)
Math: 3.83 (3.43)	HSS: 3.25 (3.07)

Rate our progress in making instructional materials that are aligned to the recently adopted academic standards and /or curriculum frameworks identified below available in in classrooms/ resource centers where the subject is taught:

ELA-CCSS: 3.83 (3.86)	Math: 3.83 (3.86)
NGSS: 3.33 (3.36)	HSS: 3.08 (3.57)

Rate our progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and /or curriculum frameworks identified below:

ELA-CCSS: 3.33 (3.14)	Math: 3.33 (3.07)
NGSS: 2.83 (2.86)	HSS: 2.83 (2.93)

Rate our progress in implementing each of the following academic standards adopted by the state board for all students:

CTE: 3.67 (3.69)	Visual and Performing Arts: 2.75 (2.54)
Physical Education: 3.17 (2.69)	Health Education: 3.33 (3.46)
World Language: 2.42 (2.54)	Model School Library: 2.08 (2.38)

2b.

Professional learning for teaching to the adopted academic standards for ELD.

ELD: 3.25 (2.86)

Progress in making instructional materials aligned to standards available:

ELD: 3.33 (3.5)

Progress in implementing policies or programs to support staff in identifying areas where they can improve delivery of instruction.

ELD: 3.00 (2.93)

Priority 3 – Parent Engagement

Based on the analysis of data, we have identified the number which best indicates the LEA’s current stage of implementation for each practice using the following rating scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Building Relationships
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
4-Full Implementation
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.
3-Initial Implementation
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children
3-Initial Implementation
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families
4-Full Implementation
Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
The LEA has strength in creating welcoming environments. Each location has friendly "customer service" attitudes and families are encouraged to participate regularly. The school has not permitted visitors and opportunities to progress have been limited this year due to COVID-19.

Building Partnerships for Student Outcomes
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.
3-Initial Implementation
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.
2-Beginning Development
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

3-Initial Implementation
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.
2-Beginning Development
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
The LEA works closely with families. In the independent study program, staff meets individually with the student and their family. In the classroom-based program, teachers communicate ways to support student learning. An area for growth continues to be supporting families to advocate for their own children.

Seeking Input for Decision Making
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.
3-Initial Implementation
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
4-Full Implementation
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
4-Full Implementation
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.
1-Exploration and Research Phase
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
The LEAs current strength is our school staff and leadership empower parent groups to observe learning and provide input in decision making. An area of growth continues to be to engage all stakeholders in the review of family engagement activities and the impact on input. COVID-19 restrictions limited full participation by all educational partners.

Priority 6 – School Climate (Engagement)

Local Climate Survey Summary

Surveys were conducted during May 2022 to all enrolled students and their families and included questions on student perceptions of school safety and connectedness. All results were presented at the May 2022 Governing Board Meeting. The California Healthy Kids Survey (CHKS) was administered in the winter and results were presented in February 2022 and June 2022.

Survey results include: 90% of Doyle parents and 100% of Portola parents responded affirmatively to the statement, "my child feels connected to the school community".

Responses to school safety include:

Doyle:	grades 6-12: 83%	grades K-5: 97%	parents: 97%
Portola:	grades 6-12: 100%	grades K-5: 89%	parents: 100%

We asked students if during the last 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities? 38.46% of Doyle 6th-12th graders said yes; 19.05% affirmed this statement in Portola.

Additionally, The California Healthy Kids Survey was administered. Thirty students in grades 7, 9 and 11 responded. Of those respondents, 72% had a high degree of agreement that they felt a sense of connectedness to the school. Results of concern are 30% of students responded yes to having chronic sadness or hopeless feelings. The school provides mental health support and notifies all student and families of its availability. A student success course based on the 7 Habits was initiated in 2021-22 and will be expanded in 2022-23.

Priority 7- Access to a Broad Course of Study: Self-Reflection Tool

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Using the School Information System to review transcripts, individual student enrollment in courses grades 9-12 are evaluated each semester by the school registrar and the teacher. Careful tracking of course enrollment to meet required course and credit completion leading to on-time graduation is the focus of the evaluation.

Using the School Information System files, individual student enrollment in courses in grades K-8 are evaluated each semester by the school registrar and the teacher. Using the course catalog, access to required courses in each grade level range is verified.

Unduplicated pupils and students with disabilities make the same progress the all students group.

- 2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

All students have access to and are enrolled in courses required for graduation in grades 9-12. High school students are enrolled in independent study and they have choices of online courses, a-g credit, as well as text-based or project-based work.

100% of students in grades Tk-8 are enrolled in required classes.

- 3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

Due to the nature of independent study and the availability of online as well as text-based courses, all students have access to a broad course of study. The LEA seeks to increase enrollment in rigorous A-G coursework and foreign language classes. The LEA added a course in its course catalog for grades 7-8 for foreign language, rather an “elective rotation”. However, administration needs to provide instruction on selecting this option as no independent study students were enrolled in this course.

- 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Long Valley will provide training to staff to use specific courses for grades 7-8; not just using “elective rotation”.