

# Long Valley School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School 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>                         | Jenavieve Talamantes   |
| <b>Email Address</b>                     | jtalamentes@longvalleycs.org                                   |
| <b>School Website</b>                    | <a href="http://www.longvalleycs.org">www.longvalleycs.org</a> |
| <b>Grade Span</b>                        | K-12   |
| <b>County-District-School (CDS) Code</b> | 18-75036-6010763   |

## 2025-26 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Long Valley School   |
| <b>Phone Number</b>     | 530-827-2395   |
| <b>Superintendent</b>   | Sherri Morgan  |
| <b>Email Address</b>    | smorgan@longvalleycs.org                                       |
| <b>District Website</b> | <a href="http://www.longvalleycs.org">www.longvalleycs.org</a> |

## 2025-26 School Description and Mission Statement

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/K-12th grade blended learning program. The school also offers a TK-12 blended, personalized learning program in Portola. LVS offers a Home School Academy with the purpose of providing support to families adhering to a more traditional homeschooling approach. 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.

## 2025-26 School Description and Mission Statement

Long Valley School's mission and vision are as follows: Mission: Long Valley Charter School is an educational community, inspiring each child to achieve their highest potential, providing opportunities for self-discovery, and preparing students for the challenges of a rapidly changing world. Vision: Long Valley Charter School envisions every student becoming lifelong learners, pursuing meaningful work, and participating in civic activities.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 32                 |
| Grade 1          | 18                 |
| Grade 2          | 19                 |
| Grade 3          | 25                 |
| Grade 4          | 18                 |
| Grade 5          | 22                 |
| Grade 6          | 17                 |
| Grade 7          | 24                 |
| Grade 8          | 16                 |
| Grade 9          | 14                 |
| Grade 10         | 18                 |
| Grade 11         | 16                 |
| Grade 12         | 11                 |
| Total Enrollment | 250                |

### 2024-25 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 48.4                        |
| Male                             | 51.6                        |
| American Indian or Alaska Native | 2                           |
| Black or African American        | 3.2                         |
| Hispanic or Latino               | 18.8                        |
| Two or More Races                | 8                           |
| White                            | 68                          |
| English Learners                 | 1.2                         |
| Foster Youth                     | 0.8                         |
| Homeless                         | 1.6                         |
| Socioeconomically Disadvantaged  | 58.4                        |
| Students with Disabilities       | 16                          |

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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 9             | 61.46          | 18.4            | 58.22            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 0               | 0                | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 0.5             | 1.8              | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 5.4           | 36.78          | 7.8             | 24.76            | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0.2           | 1.69           | 4.8             | 15.18            | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 14.7          | 100            | 31.6            | 100              | 279044.8     | 100           |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 7.6           | 55.33          | 13              | 46.97            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 0               | 0                | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1             | 7.25           | 1.2             | 4.59             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 5.1           | 36.98          | 7.1             | 25.58            | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0.36           | 6.3             | 22.82            | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 13.7          | 100            | 27.8            | 100              | 277698       | 100           |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 8.2           | 58.2           | 13.4            | 44.25            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 0               | 0                | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1             | 7.07           | 3               | 9.91             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 4.6           | 32.96          | 5.1             | 17.11            | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 0.2           | 1.7            | 8.6             | 28.7             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 14.1          | 100            | 30.2            | 100              | 278927.1     | 100           |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 1       | 1       |
| <b>Misassignments</b>  | 0.00    | 0       | 0       |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 1       | 1       |

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 1.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 4.40    | 5.1     | 4.6     |
| <b>Total Out-of-Field Teachers</b>                            | 5.40    | 5.1     | 4.6     |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 0       |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school has adopted SBE standards-based curriculum for mathematics, English Language Arts, and Social Studies. The school has adopted NGSS aligned science materials. High school curriculum has been reviewed for alignment and adopted by the governing board. All materials were confirmed by the governing board August 2024.

Year and month in which the data were collected

December 2024

| Subject   | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption  | Percent Students<br>Lacking Own<br>Assigned Copy |
|---|--|--|
| <b>Reading/Language Arts</b>                      | Magnetic Reading Foundations (2023), McRuffy (2019), Common Core Standards Plus, i-Ready Reading (2019), Thoughtful Learning (2019), College Board-Springboard (IS Only 7-12 2017), Handwriting Without Tears (2023), Step Up to Writing, Online Bright Thinker courses, Magnetic Reading (2023) | 0  |
| <b>Mathematics</b>                                | IReady Classroom Mathematics (2024), McRuffy (2019), Envision, Common Core Standards Plus (2016-17), Ready Common Core Mathematics (2023), Sadlier Math (2019), Online Bright Thinker courses  | 0  |
| <b>Science</b>                                    | Lab Aids (2019), Studies Weekly Science Weekly (2019), HMH Science Dimensions (2018), Mystery Science, Generation Genius (2021), HS-HMH & Holt (2019), Online Bright Thinker courses   | 0  |
| <b>History-Social Science</b>                     | Studies Weekly (2017), TCI-History Alive (2017), McGraw Hill MS textbooks, HS- McGraw Hill World History, US History, Principals of Economics, Government, Online Bright Thinker courses (2019)  | 0  |
| <b>Foreign Language</b>                           | Rosetta Stone augmented by supplementary teacher-supported language practice communities (2022), UC Scout (2024)   | 0  |
| <b>Health</b>                                     | Online Bright Thinker courses and teacher created materials  | 0  |
| <b>Visual and Performing Arts</b>                 | Online courses, music teacher instruction, art and multimedia courses with teacher created materials, online courses from Edynamics, UC Scout  | 0  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | Teacher created kits   | 0  |

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

School Facility Conditions and Planned Improvements

The school's risk management company conducts a comprehensive safety audit. The most recent report was received in August 2024. This audit identifies needs and informs repairs by priority.

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.

The school's cleanliness and adequacy is rated as excellent. The school has purchased the Doyle school site building from Fort Sage Unified (Spring 2023) and plans to utilize funding from USDA to repair deficiencies. During June and July of 2024, Doyle underwent construction on improving the parking lot, basketball courts and sidewalks.

The FIT report below reflects the Doyle campus.

| Year and month of the most recent FIT report                               |           |           |           | January 2026  |
|--|-----------|-----------|-----------|---|
| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           | Ceiling tiles are stained; replacement is in process.   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |   |
| <b>Electrical</b>  | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             |           | X         |           | Floor is high in one of the portables; roof to be replaced on garage.   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           | New playground equipment has been installed, basketball court was resurfaced, beams surrounding sand area replaced. |

| Overall Facility Rate |      |      |      |
|-----------------------|------|------|------|
| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject   | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 25                | 33                | 24                  | 24                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                    | 6                 | 11                | 7                   | 8                   | 35               | 37               |

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students                                  | 132                           | 132                        | 100.00                      | 0.00                            | 33.33                                   |
| Female  | 77                            | 77                         | 100.00                      | 0.00                            | 33.77                                   |
| Male  | 55                            | 55                         | 100.00                      | 0.00                            | 32.73                                   |
| American Indian or Alaska Native              | --                            | --                         | --                          | --                              | --                                      |
| Asian   | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Black or African American                     | --                            | --                         | --                          | --                              | --                                      |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 25                            | 25                         | 100.00                      | 0.00                            | 40.00                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | 11                            | 11                         | 100.00                      | 0.00                            | 36.36                                   |
| White   | 89                            | 89                         | 100.00                      | 0.00                            | 30.34                                   |
| English Learners                              | --                            | --                         | --                          | --                              | --                                      |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 81                            | 81                         | 100.00                      | 0.00                            | 24.69                                   |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 19                            | 19                         | 100.00                      | 0.00                            | 5.26                                    |

### 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students                                  | 133                           | 133                        | 100.00                      | 0.00                            | 10.53                                   |
| Female  | 78                            | 78                         | 100.00                      | 0.00                            | 7.69                                    |
| Male  | 55                            | 55                         | 100.00                      | 0.00                            | 14.55                                   |
| American Indian or Alaska Native              | --                            | --                         | --                          | --                              | --                                      |
| Asian   | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Black or African American                     | --                            | --                         | --                          | --                              | --                                      |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 26                            | 26                         | 100.00                      | 0.00                            | 11.54                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | 11                            | 11                         | 100.00                      | 0.00                            | 9.09                                    |
| White   | 89                            | 89                         | 100.00                      | 0.00                            | 10.11                                   |
| English Learners                              | --                            | --                         | --                          | --                              | --                                      |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 82                            | 82                         | 100.00                      | 0.00                            | 7.32                                    |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 19                            | 19                         | 100.00                      | 0.00                            | 0.00                                    |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject                                  | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 29.27             | 28.3              | 31.03               | 0                   | 30.73            | 32.52            |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 66               | 66            | 100.00         | 0.00               | 31.82                   |
| Female  | 40               | 40            | 100.00         | 0.00               | 30.00                   |
| Male  | 26               | 26            | 100.00         | 0.00               | 34.62                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | --               | --            | --             | --                 | --                      |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 48               | 48            | 100.00         | 0.00               | 35.42                   |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 33               | 33            | 100.00         | 0.00               | 27.27                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

2024-25 Career Technical Education Programs

All 9th-12th grade students are served in independent study programs. The 24 current pathways include the required introductory, concentration and capstone courses. Students may select online curriculum, college courses, in-person or 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). Each pathway allows student agency in selecting specific courses as well as the specific strategies for learning and demonstrating mastery.

The school has established two dual enrollment college course opportunities for students. The first course, affiliated with Butte Community College, focuses on the Building and Construction Pathway. The second course, provided by Feather River College, emphasizes College Readiness. Many students participate in college courses in academic and CTE coursework with

2024-25 Career Technical Education Programs

the support of the teacher of record.

Jerad Morgan, one of the CTE Dual Enrollment instructor's serves as the primary advisory committee representative. The current committee is focused on construction.

2024-25 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 47                        |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 55.6                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission          | 100     |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

B. Pupil Outcomes

**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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | 100                           | 100   | 100  | 100  | 100                      |
| Grade 7     | 96                            | 96  | 96   | 96   | 96                       |
| Grade 9     | 88                            | 88  | 88   | 88   | 88                       |

|               |   |
|---------------|---|
| C. Engagement | <b>State Priority: Parental Involvement</b><br><br>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 regarding the school district and at each school site. |
|---------------|---|

|   |
|---|
| <b>2025-26 Opportunities for Parental Involvement</b>   |
| <p>As a charter school, Long Valley School is founded on having strong parent input. There is an Advisory Council with elected members; this group reviews grant budgets, safety plans, and other State and Federal documents. The school requests parent and community input as it develops and initiates policies and its Local Control Accountability Plan.</p> <p>Each location 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.</p> <p>For information and schedules of meetings, contact the school office. Doyle: 530-827-2395 and Portola: 530-832-5507.</p> |

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator       | School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate    | 0                 | 20                | 16.7              | 10.8                | 15                  | 6.8                 | 8.2              | 8.9              | 8                |
| Graduation Rate | 85.7              | 73.3              | 77.8              | 83.8                | 82.5                | 90.9                | 86.2             | 86.4             | 87.5             |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of<br>Students in Cohort | Number of<br>Cohort Graduates | Cohort<br>Graduation Rate |
|---|---------------------------------|-------------------------------|---------------------------|
| All Students                                  | 18                              | 14                            | 77.8                      |
| Female  | --                              | --                            | --                        |
| Male  | 13                              | 9                             | 69.2                      |
| Non-Binary                                    | 0.0                             | 0.0                           | 0.0                       |
| American Indian or Alaska Native              | --                              | --                            | --                        |
| Asian   | 0                               | 0                             | 0.00                      |
| Black or African American                     | --                              | --                            | --                        |
| Filipino                                      | 0                               | 0                             | 0.00                      |
| Hispanic or Latino                            | --                              | --                            | --                        |
| Native Hawaiian or Pacific Islander           | 0                               | 0                             | 0.00                      |
| Two or More Races                             | --                              | --                            | --                        |
| White   | 12                              | 10                            | 83.3                      |
| English Learners                              | --                              | --                            | --                        |
| Foster Youth                                  | --                              | --                            | --                        |
| Homeless                                      | --                              | --                            | --                        |
| Socioeconomically Disadvantaged               | 13                              | 9                             | 69.2                      |
| Students Receiving Migrant Education Services | 0.0                             | 0.0                           | 0.0                       |
| Students with Disabilities                    | --                              | --                            | --                        |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 271                   | 266                                     | 26                        | 9.8                      |
| Female  | 133                   | 131                                     | 10                        | 7.6                      |
| Male  | 138                   | 135                                     | 16                        | 11.9                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 51                    | 50                                      | 3                         | 6.0                      |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 21                    | 21                                      | 1                         | 4.8                      |
| White   | 185                   | 182                                     | 21                        | 11.5                     |
| English Learners                              | --                    | --                                      | --                        | --                       |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 163                   | 159                                     | 17                        | 10.7                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 50                    | 49                                      | 3                         | 6.1                      |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 1.11           | 1.31           | 2.58           | 2.09             | 2.07             | 3.96             | 3.6           | 3.28          | 2.94          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 0              | 0              | 0                | 0                | 0                | 0.08          | 0.07          | 0.06          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 2.58             | 0.00            |
| Female  | 3.01             | 0.00            |
| Male  | 2.17             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.00             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 4.76             | 0.00            |
| White   | 2.70             | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 3.68             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 2.00             | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan was last updated and approved by the Governing Board in 2/1/2025. The Plan was also reviewed with staff members in March 2025; the plan was last reviewed with parent and student representatives in October 2025.

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 of procedures.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 14                 | 1                                    | 0                                     | 0                                   |
| 1           | 1                  | 1                                    | 0                                     | 0                                   |
| 2           | 0                  | 0                                    | 0                                     | 0                                   |
| 3           | 0                  | 0                                    | 0                                     | 0                                   |
| 4           | 0                  | 0                                    | 0                                     | 0                                   |
| 5           | 1                  | 3                                    | 0                                     | 0                                   |
| 6           | 7                  | 2                                    | 0                                     | 0                                   |
| Other       | 13                 | 5                                    | 3                                     | 0                                   |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 13                 | 1                                    | 0                                     | 0                                   |
| 1           | 15                 | 1                                    | 0                                     | 0                                   |
| 2           | 2                  | 1                                    | 0                                     | 0                                   |
| 3           | 0                  | 0                                    | 0                                     | 0                                   |
| 4           | 0                  | 0                                    | 0                                     | 0                                   |
| 5           | 0                  | 0                                    | 0                                     | 0                                   |
| 6           | 11                 | 1                                    | 0                                     | 0                                   |
| Other       | 18                 | 4                                    | 3                                     | 1                                   |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 13                 | 1                                    |                                       |                                     |
| 2           | 1                  | 1                                    |                                       |                                     |
| 6           | 7                  | 2                                    |                                       |                                     |
| Other       | 18                 | 4                                    | 3                                     |                                     |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2                  | 27                                   | 0                                     | 0                                   |
| Mathematics           | 2                  | 23                                   | 0                                     | 0                                   |
| Science               | 2                  | 27                                   | 0                                     | 0                                   |
| Social Science        | 2                  | 25                                   | 0                                     | 0                                   |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3                  | 28                                   |                                       |                                     |
| Mathematics           | 2                  | 28                                   |                                       |                                     |
| Science               | 2                  | 35                                   |                                       |                                     |
| Social Science        | 2                  | 33                                   |                                       |                                     |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2                  | 29                                   |                                       |                                     |
| Mathematics           | 2                  | 26                                   |                                       |                                     |
| Science               | 3                  | 17                                   |                                       |                                     |
| Social Science        | 2                  | 25                                   |                                       |                                     |

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 546   |

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$16,968                     | 4,324                               | 12,644                                | 60,372                 |
| District                                      | N/A                          | N/A                                 | 12,644                                | 60,372                 |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 0.0                                   | 0.0                    |
| State   | N/A                          | N/A                                 | 12,800                                | 101,084                |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -1.2                                  | -50.4                  |

## Fiscal Year 2024-25 Types of Services Funded

Programs and services provided by Long Valley School included the provision of paraeducators in all classrooms and response to intervention and tutoring services to support academic needs. A career and college counselor meets with all students in grades 7-12. The school utilizes social-emotional learning curriculum and provides access to mental and behavioral health counseling. The school ensures equitable access to technology by providing each student with a Chromebook and offering hotspots for internet connectivity. Comprehensive technical support is available through both the school and the county to address any technological challenges. To promote a safe and secure digital learning environment, student computer usage is monitored using GoGuardian; this program proactively alerts administrative staff to any incidents that may pose a concern for student safety, allowing timely intervention and support.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,882        | \$54,773                                     |
| Mid-Range Teacher Salary                      | \$62,610        | \$78,981                                     |
| Highest Teacher Salary                        | \$94,305        | \$117,337                                    |
| Average Principal Salary (Elementary)         |                 | \$128,425                                    |
| Average Principal Salary (Middle)             |                 | \$137,947                                    |
| Average Principal Salary (High)               |                 | \$138,809                                    |
| Superintendent Salary                         | \$126,284       | \$176,162                                    |
| Percent of Budget for Teacher Salaries        | 23.45%          | 24.71%                                       |
| Percent of Budget for Administrative Salaries | 5.18%           | 5.91%  |

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|                                   |   |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 0                            |
| Fine and Performing Arts   | 0                            |
| Foreign Language   | 0                            |
| Mathematics  | 0                            |
| Science  | 0                            |
| Social Science   | 0                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 0                            |

## Professional Development

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.

The Curriculum and Instruction Administrator has provided a level of support for the staff in supporting effective curriculum training as well as organizing and facilitating professional development opportunities. These sessions have delved into areas

Professional Development

such as testing data analysis, teacher clarity regarding state standards, and response to intervention topics.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject   | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10      | 10      | 10      |