

SARC State Template vs. Long Valley School & Thompson Peak SARC

Board Compliance Crosswalk

State Template Requirement	Template Reference	Where Found in SARC	Format Match / Notes	Compliance Status
General SARC Overview & Required Notices	Intro narrative	Pages 1–2: “General Information about the SARC,” LCFF, LCAP, DataQuest, Dashboard	Narrative mirrors state language; formatting differs but content intact	<input checked="" type="checkbox"/> Compliant
District Contact Information (2025–26)	Table 1	Page 2: “2025–26 District Contact Information”	Combined into narrative table rather than numbered state table	<input checked="" type="checkbox"/> Compliant
School Contact Information (2025–26)	Table 2	Page 2: “2025–26 School Contact Information”	Same data fields; school-formatted table	<input checked="" type="checkbox"/> Compliant
School Description & Mission Statement	Table 3	Pages 2–3: “School Description and Mission Statement”	Narrative format (allowed by template)	<input checked="" type="checkbox"/> Compliant
Student Enrollment by Grade Level	Table 4	Page 3: “Student Enrollment by Grade Level”	Table content aligns exactly	<input checked="" type="checkbox"/> Compliant
Student Enrollment by Student Group	Table 5	Page 3: “Student Enrollment by Student Group”	Percentages reported; Non-Binary not listed (per CDE data availability)	<input checked="" type="checkbox"/> Compliant
Conditions of Learning – Overview	Narrative	Page 4: Section A. Conditions of Learning	Required explanatory language included	<input checked="" type="checkbox"/> Compliant
Teacher Preparation & Placement (2021–22)	Table 6	Page 5	Data displayed in equivalent table	<input checked="" type="checkbox"/> Compliant
Teacher Preparation & Placement (2022–23)	Table 7	Page 5	Equivalent structure	<input checked="" type="checkbox"/> Compliant
Teacher Preparation & Placement (2023–24)	Table 8	Page 6	Equivalent structure	<input checked="" type="checkbox"/> Compliant
Teachers Without Credentials & Misassignments	Table 9	Page 6	Presented in school-formatted table	<input checked="" type="checkbox"/> Compliant

State Template Requirement	Template Reference	Where Found in SARC	Format Match / Notes	Compliance Status
Credentialed Teachers Assigned Out-of-Field	Table 10	Page 6	Equivalent indicators reported	<input checked="" type="checkbox"/> Compliant
Class Assignments	Table 11	Page 7	Percentages reported as required	<input checked="" type="checkbox"/> Compliant
Instructional Materials	Table 12	Page 7	Subjects, adoptions, and zero shortages reported	<input checked="" type="checkbox"/> Compliant
Facility Conditions Narrative	Table 13	Page 8	Narrative meets Ed Code citation requirements	<input checked="" type="checkbox"/> Compliant
Facility Inspection Tool (FIT) Detail	Table 14	Page 8	Full FIT matrix included	<input checked="" type="checkbox"/> Compliant
Overall Facility Rating	Table 15	Page 8	Overall rating clearly identified	<input checked="" type="checkbox"/> Compliant
Pupil Achievement Overview	Narrative	Page 9	Required assessment explanations included	<input checked="" type="checkbox"/> Compliant
CAASPP ELA & Math – All Students	Table 16	Page 9	Multi-year comparison provided	<input checked="" type="checkbox"/> Compliant
CAASPP ELA by Student Group	Table 17	Pages 9–10	Privacy rules (--) properly applied	<input checked="" type="checkbox"/> Compliant
CAASPP Math by Student Group	Table 18	Pages 10–11	Privacy rules followed	<input checked="" type="checkbox"/> Compliant
CAASPP Science – All Students	Table 19	Page 12	All required comparisons included	<input checked="" type="checkbox"/> Compliant
CAASPP Science by Student Group	Table 20	Page 13	Privacy rules followed	<input checked="" type="checkbox"/> Compliant
Career Technical Education Programs	Table 21	Pages 13–14	Narrative includes pathways & advisory committee	<input checked="" type="checkbox"/> Compliant
CTE Participation	Table 22	Page 14	Participation metrics included	<input checked="" type="checkbox"/> Compliant
UC/CSU Course Enrollment & Completion	Table 23	Page 14	Required metrics reported	<input checked="" type="checkbox"/> Compliant
Physical Fitness Test Results	Table 24	Page 14	Participation rates reported as required	<input checked="" type="checkbox"/> Compliant
Parental Involvement	Table 25	Page 15	Narrative format; contact info included	<input checked="" type="checkbox"/> Compliant

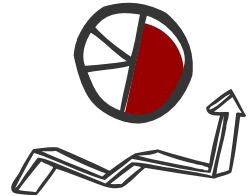
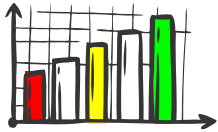
State Template Requirement	Template Reference	Where Found in SARC	Format Match / Notes	Compliance Status
Graduation & Dropout Rates	Table 26	Page 16	Multi-year cohort data included	<input checked="" type="checkbox"/> Compliant
Graduation Rate by Student Group	Table 27	Page 16	Privacy rules followed	<input checked="" type="checkbox"/> Compliant
Chronic Absenteeism	Table 28	Page 16+	Included later in document (not truncated in excerpt)	<input checked="" type="checkbox"/> Compliant

All components required by the California Department of Education's 2024–25 SARC template are present in the Long Valley School SARC.

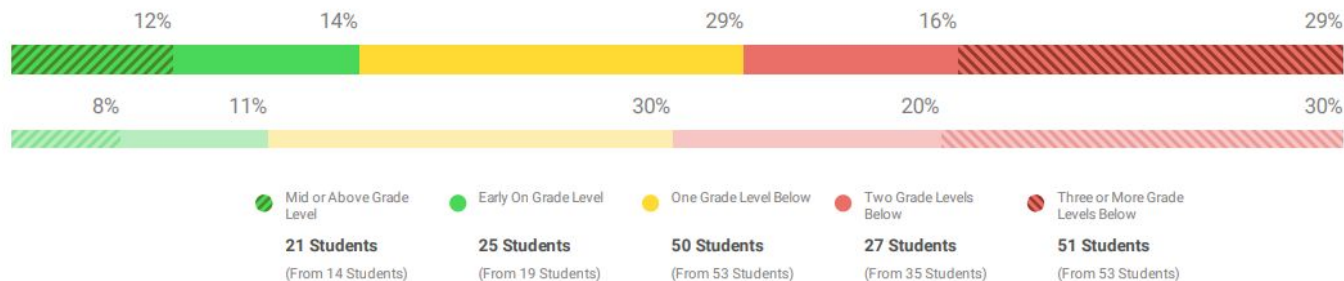
Education Code permits local formatting so long as all required elements are included, which has been satisfied.

iReady Data

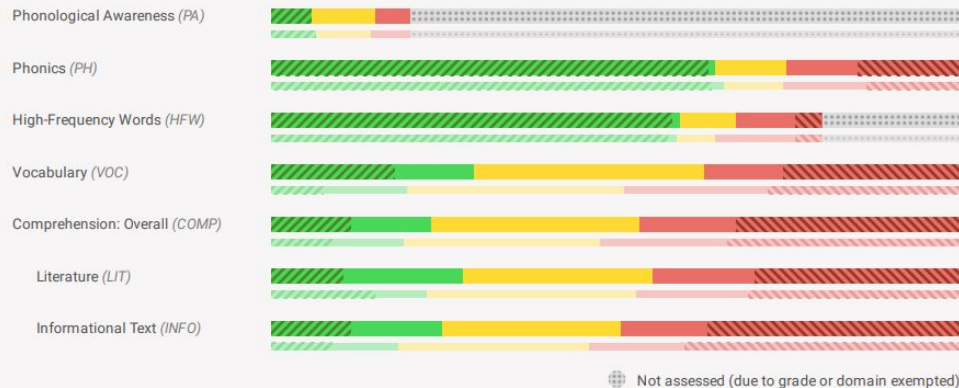
Window 2
2025-26



Long Valley School Reading - Window 2



Placement by Domain



Long Valley Reading

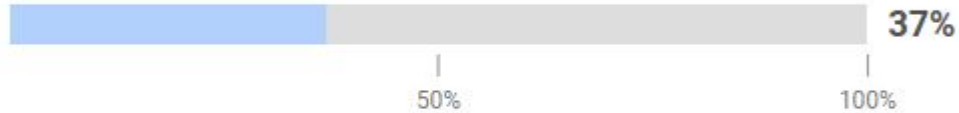
Grade 1	Test Window 2	
	Test Window 1	
Grade 2	Test Window 2	
	Test Window 1	
Grade 3	Test Window 2	
	Test Window 1	
Grade 4	Test Window 2	
	Test Window 1	
Grade 5	Test Window 2	
	Test Window 1	

Grade 6	Test Window 2	
	Test Window 1	
Grade 7	Test Window 2	
	Test Window 1	
Grade 8	Test Window 2	
	Test Window 1	
Grade 9	Test Window 2	
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Grade 10	Test Window 2	
	Test Window 1	
Grade 11	Test Window 2	
	Test Window 1	

Long Valley School

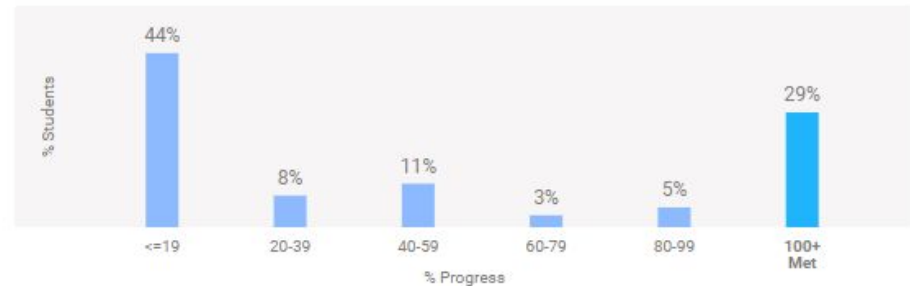
Reading

Progress to Annual Typical Growth (Median)



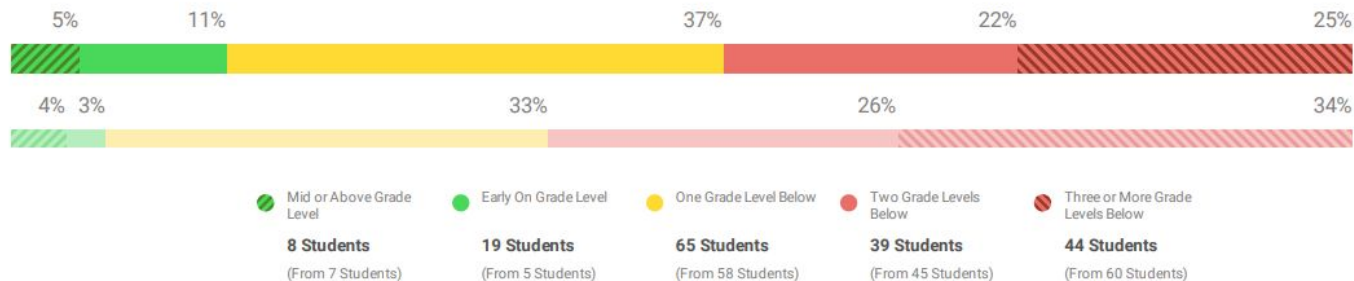
The median percent progress towards Typical Growth for this school is 37%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Distribution of Progress to Annual Typical Growth



Long Valley School

Math- Window 2

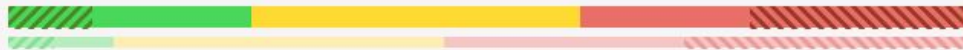


Placement by Domain

Number and Operations (NO)



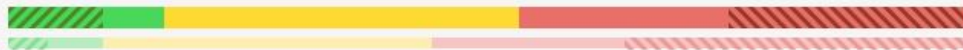
Algebra and Algebraic Thinking (ALG)



Measurement and Data (MS)



Geometry (GEO)



Long Valley Math

Grade 1	Test Window 2	
	Test Window 1	
Grade 2	Test Window 2	
	Test Window 1	
Grade 3	Test Window 2	
	Test Window 1	
Grade 4	Test Window 2	
	Test Window 1	
Grade 5	Test Window 2	
	Test Window 1	

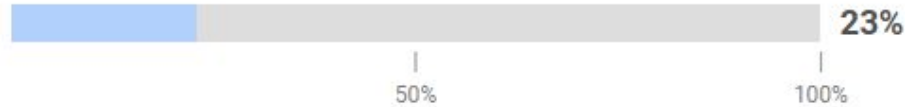


Grade 6	Test Window 2	
	Test Window 1	
Grade 7	Test Window 2	
	Test Window 1	
Grade 8	Test Window 2	
	Test Window 1	
Grade 9	Test Window 2	
	Test Window 1	
Grade 10	Test Window 2	
	Test Window 1	
Grade 11	Test Window 2	
	Test Window 1	

Long Valley School

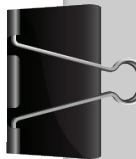
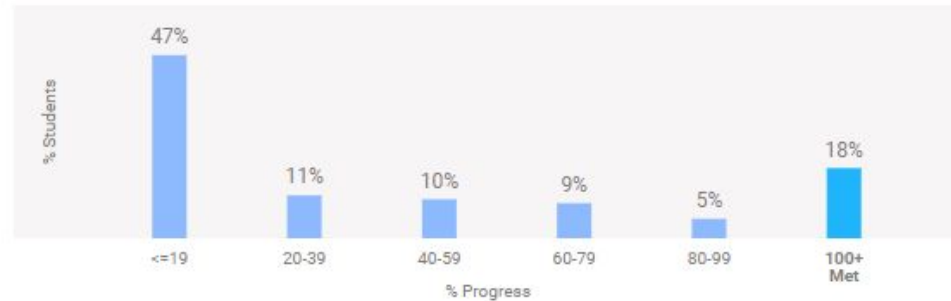
Math

Progress to Annual Typical Growth (Median)



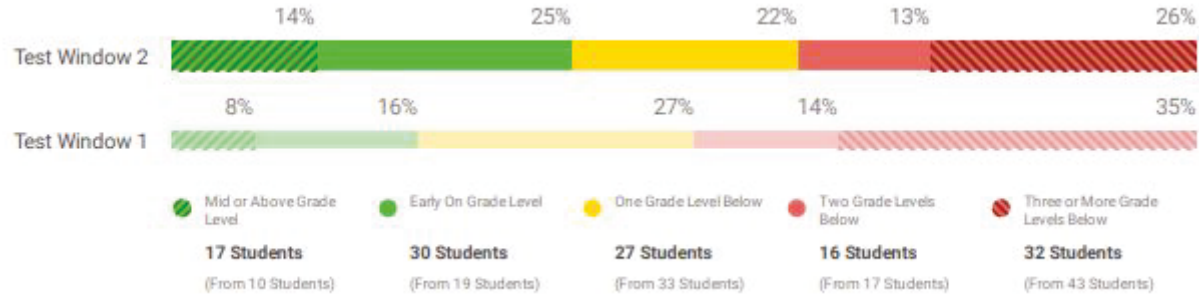
The median percent progress towards Typical Growth for this school is 23%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Distribution of Progress to Annual Typical Growth

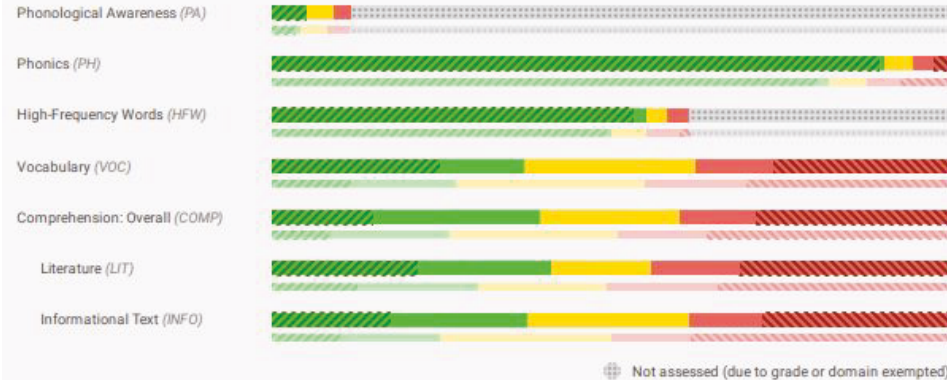


Thompson Peak

Reading - Window 2



Placement by Domain



Thompson PeakReading

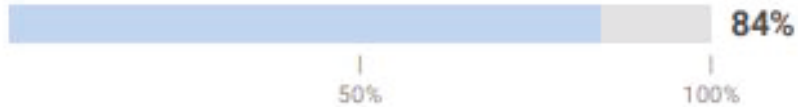
Grade 1	Test Window 2	
	Test Window 1	
Grade 2	Test Window 2	
	Test Window 1	
Grade 3	Test Window 2	
	Test Window 1	
Grade 4	Test Window 2	
	Test Window 1	
Grade 5	Test Window 2	
	Test Window 1	

Grade 6	Test Window 2	
	Test Window 1	
Grade 7	Test Window 2	
	Test Window 1	
Grade 8	Test Window 2	
	Test Window 1	
Grade 9	Test Window 2	
	Test Window 1	
Grade 10	Test Window 2	
	Test Window 1	
Grade 11	Test Window 2	
	Test Window 1	

Thompson Peak

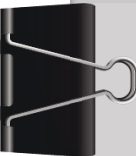
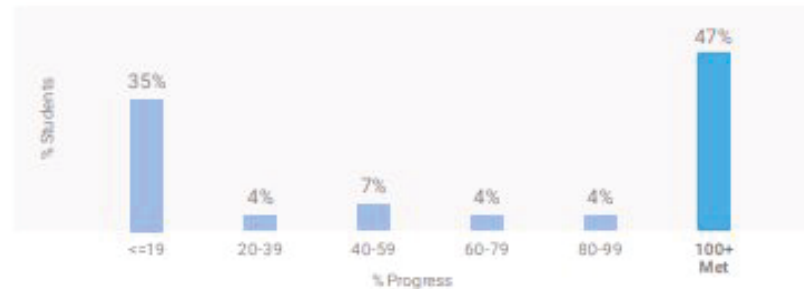
Reading

Progress to Annual Typical Growth (Median)



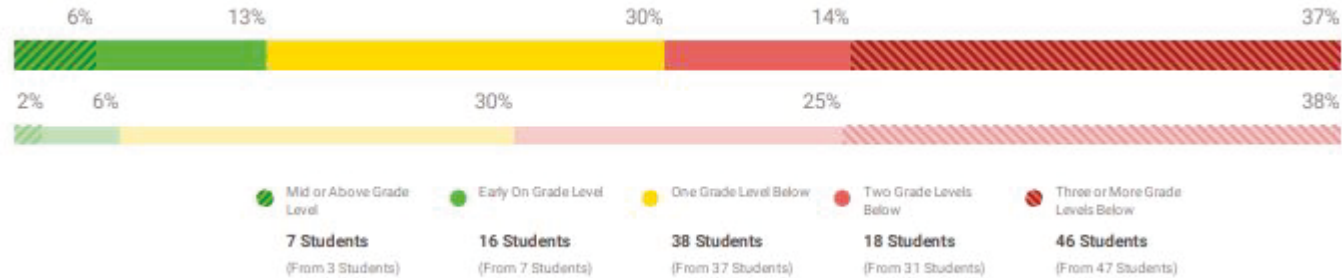
The median percent progress towards Typical Growth for this school is 84%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Distribution of Progress to Annual Typical Growth



Thompson Peak

Math - Window 2



Placement by Domain

Number and Operations (NO)

Algebra and Algebraic Thinking (ALG)

Measurement and Data (MS)

Geometry (GEO)





Thompson Peak Math

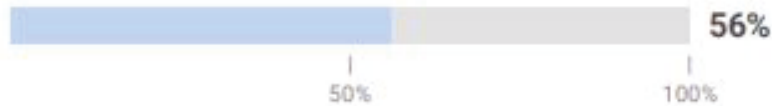
Grade 1	Test Window 2	
	Test Window 1	
Grade 2	Test Window 2	
	Test Window 1	
Grade 3	Test Window 2	
	Test Window 1	
Grade 4	Test Window 2	
	Test Window 1	
Grade 5	Test Window 2	
	Test Window 1	

Grade 6	Test Window 2	
	Test Window 1	
Grade 7	Test Window 2	
	Test Window 1	
Grade 8	Test Window 2	
	Test Window 1	
Grade 9	Test Window 2	
	Test Window 1	
Grade 10	Test Window 2	
	Test Window 1	
Grade 11	Test Window 2	
	Test Window 1	

Thompson Peak

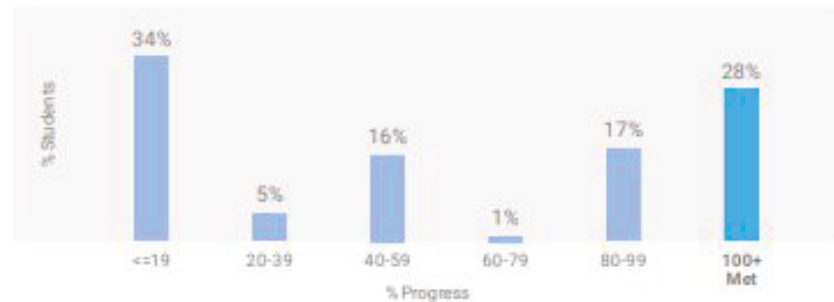
Math

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 56%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Distribution of Progress to Annual Typical Growth



LVS Behavior Infractions and Interventions Chart (DRAFT)

This **chart** outlines the defined levels of behavioral offenses along with their corresponding descriptions and consequences.

“Minor” write-ups are behavior tracking records used to document student behaviors that are inappropriate or disruptive to the learning environment and are typically addressed by the supervising staff member. More serious or repeated behaviors may be referred to administration for additional support. Parents/Guardians are notified of the incident by school staff and/or the student. Students who receive “Minor” write-ups may be subject to temporary loss of privileges or removal from the instructional setting for a designated period of time to support reflection and corrective action.

Offense Level	Infraction	1st Offense – Recommended Interventions	2nd Offense – Recommended Interventions	Ongoing Offenses – Recommended Interventions
<p>Level 1: Minor Infractions</p> <p>Level 1 infractions include, but are not limited to, minor disruptions, dress code violations, or other low-level behaviors that interfere with the learning environment. These behaviors are generally managed by the teacher through classroom interventions and parent communication.</p>	Dress Code Violation	<ul style="list-style-type: none"> Review dress code Parent/guardian notified Change of apparel 	<ul style="list-style-type: none"> Review dress code Parent/guardian notified Change of apparel 	<ul style="list-style-type: none"> Review dress code Parent/guardian notified Change of apparel “Minor” write up-includes student/teacher call to parent
	General Disruptive Conduct - <i>rudeness, horseplay, throwing objects, excessive disturbance in classroom or outside</i>	<ul style="list-style-type: none"> Verbal warning Teacher/Student conference Reteach behaviors 	<ul style="list-style-type: none"> Teacher/Student conference Logical consequence (modified recess/free time, written reflection/letter, school beautification, seat change, etc.) 	<ul style="list-style-type: none"> Teacher/Student conference Logical consequence (modified recess/free time, written reflection/letter, school beautification, seat change, etc.) “Minor” write up-includes student/teacher call to parent
	Use of cell phones, smartwatches, or other electronic devices at unauthorized times	<ul style="list-style-type: none"> Teacher/student conference Electronic confiscated, returned to student at the end of the day 	<ul style="list-style-type: none"> Teacher/student conference Parent/guardian notified Electronic confiscated, parent/guardian must pick up Student must turn electronics in to appropriate staff member upon arrival for 30 days 	<ul style="list-style-type: none"> Teacher/student conference “Minor” write up-includes student/teacher call to parent Electronic confiscated, parent/guardian must pick up Student must turn electronics in to appropriate staff member upon arrival for remainder of school year
	Disrespect, Defiance, & Non-Compliance - <i>Defiance toward school rule and/or staff member, failure to follow directions</i>	<ul style="list-style-type: none"> Student/ teacher conference Verbal warning Temporary loss of privilege 	<ul style="list-style-type: none"> Teacher/Student conference Logical consequence (modified recess/free time, written reflection/letter, 	<ul style="list-style-type: none"> Teacher/Student conference “Minor” write up-includes student/teacher call to parent 3 hours of in-house w/ logical Consequences

			<ul style="list-style-type: none"> school beautification, seat change, etc.) “Minor” write up-includes student/teacher call to parent 	incorporated (modified recess/free time, written reflection/letter, school beautification, etc.)
	Cheating and or Plagiarism	<ul style="list-style-type: none"> Teacher/student conference Reteach appropriate behavior Assign an alternate assignment 	<ul style="list-style-type: none"> Teacher/student conference Reteach appropriate behavior Assign an alternate assignment Logical consequence (modified recess/free time, written reflection/letter, school beautification, seat change, etc.) “Minor” write up-includes student/teacher call to parent 	<ul style="list-style-type: none"> Administrator, student, parent/guardian consultation “Minor” write up-includes student/teacher call to parent Increased monitoring of seating, technology use, and assessments 3 hours of in-house w/ logical Consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.)
	Unsafe behavior not resulting in injury - <i>physical contact, horseplay, misusing equipment, playground violations</i>	<ul style="list-style-type: none"> Teacher/student conference Reteach appropriate behavior Verbal warning Possible loss of privilege (preferred activities, free time, use of playground equipment, athletic activities, etc.) 	<ul style="list-style-type: none"> Teacher/student conference Reteach appropriate behavior Loss of privilege (preferred activities, free time, use of playground equipment, athletic activities, etc.) Logical consequence (modified recess/free time, written reflection/letter, school beautification, seat change, etc.) 	<ul style="list-style-type: none"> Teacher/student conference Loss of privilege (preferred activities, free time, use of playground equipment, athletic activities, etc.) “Minor” write up-includes student/teacher call to parent 3 hours of in-house w/ logical Consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.)
	Unkind or inappropriate language	<ul style="list-style-type: none"> Teacher/student conference Reteach appropriate behavior Verbal warning 	<ul style="list-style-type: none"> Teacher/student conference Reteach appropriate behavior Logical consequence (modified recess/free time, written reflection/letter, school beautification, seat change, etc.) 	<ul style="list-style-type: none"> Teacher/student conference Reteach appropriate behavior Logical consequence (modified recess/free time, written reflection/letter, school beautification, seat change, etc.) “Minor” write up-includes student/teacher call to parent

<p>Level 2: Moderate Infractions</p> <p>Level 2 infractions involve more serious or repeated misconduct requiring administrative, counselor, or Dean of Students involvement. These behaviors may result in removal from class and restorative or disciplinary actions, but typically allow the student to remain in school.</p>	<p>leaving class without permission</p>	<ul style="list-style-type: none"> • Administrator/student conference • Reteach appropriate behavior • Logical consequence (modified recess/free time, written reflection/letter, school beautification, seat change, etc.) • “Minor” write up-includes student/teacher call to parent 	<ul style="list-style-type: none"> • Administrator, student, parent/guardian consultation • “Minor” write up-includes student/teacher call to parent • Increased monitoring of seating, modified recess and lunch period • 3 hours of in-house w/ logical consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.) 	<ul style="list-style-type: none"> • Administrator, student, parent/guardian consultation • “Minor” write up-includes student/teacher call to parent • Increased monitoring of seating, modified recess and lunch period • 3 hours of in-house w/ logical consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.)
	<p>Racially or Discriminatorily Offensive Language</p>	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Increased monitoring of seating, loss of technology, and modified recess/lunch periods • Full Day in-house w/ logical consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.) 	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Increased monitoring of seating, loss of technology, and modified recess/lunch periods • Full Day in-house w/ logical consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.) 	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Increased monitoring of seating, loss of technology, and modified recess/lunch periods • Full Day in-house w/ logical consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.) • Behavior contract put in place
	<p>Escalated Inappropriate Conduct Toward Staff</p> <p><i>Profanity or vulgar language directed at a staff member, yelling, shouting, or aggressive tone toward staff, repeated refusal to comply</i></p>	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Full Day in-house w/ logical consequences incorporated (modified 	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Parent/Guardian conference with teacher and admin, collaboratively develop a 	<ul style="list-style-type: none"> • Moves to a level 3 infraction • Behavior contract put in place

	<p><i>with staff directions after multiple interventions, disrespectful verbal statements intended to challenge or undermine staff authority</i></p>	<p>recess/free time, written reflection/letter, school beautification, etc.)</p>	<p>remediation plan that outlines expectations, supports, and strategies for positive behavior moving forward</p> <ul style="list-style-type: none"> • Full Day in-house w/ logical consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.) • Loss of privilege (preferred activities, free time, use of playground equipment, athletic activities, field trips, extracurricular activities, etc.) 	
	<p>False Alarm</p> <p><i>- intentional false 911 calls or false activation of fire alarm</i></p>	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Parent/Guardian conference with teacher and admin, collaboratively develop a remediation plan that outlines expectations, supports and strategies for positive behavior moving forward • Full Day in-house w/ logical consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.) • Loss of privilege (preferred activities, free time, use of playground equipment, athletic activities, field trips, extracurricular activities, etc.) 	<ul style="list-style-type: none"> • Moves to a level 3 infraction • Behavior contract put in place 	<ul style="list-style-type: none"> • Moves to a level 3 infraction • Behavior contract reviewed and infraction addressed based on contract

		<ul style="list-style-type: none"> • Law enforcement consultation (if possible) 		
	<p>Intentional Damage to any school property or property of other resulting in significant repair or replacement - i.e. chromebooks, furniture, equipment, etc</p>	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Loss of privileges (use of technology, preferred activities, free time, use of playground equipment, athletic activities, field trips, extracurricular activities, etc.) • Parent/guardian will be financially responsible for costs associated with repair or replacement of damaged property, consistent with school policy 	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Parent/Guardian conference with admin, collaboratively develop a remediation plan that outlines expectations, supports and strategies for positive behavior moving forward • Full Day in-house w/ logical consequences incorporated (modified recess/free time, written reflection/letter, school beautification, etc.) • Parent/guardian will be financially responsible for costs associated with repair or replacement of damaged property, consistent with school policy 	<ul style="list-style-type: none"> • Moves to a level 3 infraction • Behavior contract put in place
	<p>Causing, supporting, or encouraging the infliction of physical injury to another person</p> <p>-behaviors that contribute to or escalate physical harm but do not result in serious injury or rise to the level of a major physical altercation (includes instigating, provoking, recording, posting on social media, blocking staff intervention, remaining involved after staff redirection, etc.)</p>	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Parent/Guardian conference with teacher and admin, collaboratively develop a remediation plan that outlines expectations, supports and strategies for positive behavior moving forward • Full Day in-house w/ logical consequences incorporated (modified 	<ul style="list-style-type: none"> • Administrator/student conference • “Minor” write up-includes student/teacher call to parent • Parent/Guardian conference with teacher and admin, collaboratively develop a remediation plan that outlines expectations, supports and strategies for positive behavior moving forward • Two days in-house w/ logical consequences incorporated (modified recess/free time, written 	<ul style="list-style-type: none"> • Moves to a level 3 infraction • Behavior contract put in place

		recess/free time, written reflection/letter, school beautification, etc.) <ul style="list-style-type: none"> • Loss of privilege (preferred activities, free time, use of playground equipment, athletic activities, field trips, extracurricular activities, etc.) 	reflection/letter, school beautification, etc.) <ul style="list-style-type: none"> • Loss of privilege (preferred activities, free time, use of playground equipment, athletic activities, field trips, extracurricular activities, etc.) 	
<p>Level 3: Major Infractions</p> <p>Level 3 infractions are serious violations that pose safety, legal, or ethical concerns. These offenses require administrative investigation and may lead to suspension, law enforcement involvement, or due process hearings for extended removal or expulsion.</p>				

[illegible]