

LONG VALLEY CHARTER SCHOOL
Executive Director's Report
January 2026

ENROLLMENT

Schools	12/11/25	1/13/26	Change
Long Valley School	243	234	-9
Thompson Peak Charter	174	168	-6
Total	417	402	-15

Most of the decreases in enrollment are the result of mid-year graduations.

BUDGET TRAILER BILL

We are waiting for the budget trailer bill and suspect this will include accountability measures for charters.

OPEN STAFF POSITIONS (2025-26)

>Mental Health Therapist (shared with both)

SCHOOL ATTENDANCE REVIEW TEAM (SART)

We held our first SART Meeting this month. We found the need to update the Attendance Policy as we experienced the actual process. The team included: Wilma, LCOE rep, Jenavieve, Misty, and teachers as well as myself.

CELL PHONE POLICY

The policy was sent to parents/guardians on Parent Square for their review and feedback. I received feedback from five families and two staff members. One parent expressed concerns about student access to their cell phone and all other respondents supported the policy.

DATA REVIEW

We met with members of PARSEC who provides us with data from our test scores. They provide us with an insight meeting to review scores at this mid-year so that we can plan appropriately for the next months. There was a blend of successes and disappointments. Each school leader is drilling in deeper to look at individual students needing intervention. At our meeting, scores will be presented.

Facilities Inspection Tool
Report

January 15th, 2026			
Sites	Portola	Susanville	Doyle
Category	G = Good, F = Fair, P= Poor, N/A=Not Applicable		
Gas Leaks	G	G	G
Heating/Cooling Systems		G	G
Windows/Doors/	G	G	G
Gates/Fences	N/A	G	G
Interior Surfaces	G	G	F-Ceiling tiles in multiple rooms need replaced
Hazardous Materials	G	G	G
Structural Damage	F-Side walk drain needs to be repaired	G	F-floor high in the middle portable #1
Fire Safety	G	G	G
Electrical	G	G	G
Pest/Vermin Infestation	G	G	G
Sinks and Drinking Fountains	G	G	G
Restrooms	G	G- Staff restroom needs flooring replaced	G
Sewer System	G	G	G
Roofs	G	G	G
Playground/ Schoolyard	N/A	N/A	G
Covid Safety	G	G	G
Overall Cleanliness	G	G-Parking lot needs striping	G
Notes	Does not include the house next to the new building in portola.		
Newly added items are highlighted in yellow.			

RESOLUTION OF LONG VALLEY CHARTER SCHOOL GOVERNING BOARD

A California Non-Profit Public Benefit Corporation

RESOLUTION NUMBER 2025-2026-01

DESIGNATING COMMITTED FUND BALANCES-UPDATE

WHEREAS, the Long Valley Charter School Governing Board (Board) has previously adopted Board Policy 2001 acknowledging its authority to commit, assign, or evaluate existing fund-balance classifications and identify the intended uses of committed or assigned funds; and

WHEREAS, the Long Valley Charter School Governing Board previously authorized designated reserve funds seeks to update the committed fund balances; and,

WHEREAS, the committed fund balance classification reflects amounts subject to specific internal constraints self-imposed by the Board; and

WHEREAS, once the committed fund-balance constraints are imposed, it requires the constraint to be revised, removed or redirected for other purposes by the Board in the same manner as the Board originally approved the commitment; and

WHEREAS, the Board has determined it has specific needs that it elects to fund with portions of its ending fund balance.

NOW, THEREFORE, BE IT RESOLVED, that the Board, hereby commits to utilizing portions of its reserve fund ending balance as indicated for the following purposes:

Purpose	Category	Justification	January 2026
LONG VALLEY SCHOOL			
Economic Uncertainty	Economic Uncertainty	By policy 5-10% of budgeted expenditures	410,815
90 Days of Cash	Economic Uncertainty	90 days of cash (to address deferrals as previously experienced) \$11.1k per day=\$999,000; difference between 999k and 10% EU)	588,185
Academic Improvement	Other	Develop plans & resources committed for the purpose of academic improvement. (Staffing, coaching, consultants, curriculum/assessment tools.)	600,000
Potential impact of pending legislation	Economic Uncertainty	The school is reserving additional amounts for the purpose of possible impacts as a result of pending legislation and concerns with state budget funding. Possibilities considered include reduced funding and increased costs related to audits and authorizer oversight.	1,700,000
Major and deferred maintenance expenditures	Facilities/ Capital	Costs of necessary repairs/replacements under consideration: TK-1 playground(\$100k); Renovations in Portola (\$200k); Roofing replacement (\$100k) Future TK classroom (\$300k)	700,000
USDA Required Deferred Maintenance	Facilities/ Capital	1 year of required reserve (increase by 22,890 annually)	91,560

USDA Required Debt Service Reserve	Facilities/ Capital	1 year of mortgage payments based on estimated \$9,741/mo. (contribute 1/10 th annually up to 116,892)	116,892
USDA Grant	Facilities/ Capital	USDA provided a grant to assist with ongoing expenses with new building	181,923
Technology Devices & Infrastructure	Other	Planned replacement schedule: Chromebooks and computers and infrastructure	80,000
Bus Purchase and Emergency Repairs	Other	No transportation funding is received by the charter; this fund is slated for the purchase of another bus when needed or for emergency repairs in excess of \$2,500	300,000
Replacement of School Vehicles	Other	Aging fleet (3 vehicles) anticipated replacement	120,000
One-time Restricted Funds (planned expenditures according to grant requirements)	Other	Classified Professional Development	15,125
		Effective Educator	47,042
		A-G	14,453
		SWP-Agriculture	50,000
		Expanded Learning Opportunities	58,349
		Arts, Music & Instruction	31,804
		Prop 28	56,070
		State Mental Health	5,278
		Learning Recovery Emergency Block	10,814
		Universal Pre-K	63,785
		PG&E Settlement	54,071
		Student Support & Professional Discretionary BG	55,049
NSLP Backup Reserve	Other	Reserve due to payments received in arrears	106,108
Curriculum	Other	Adoption of new mathematics curriculum	25,000
TOTAL COMMITTED FUNDS for LVS			5,482,323

THOMPSON PEAK CHARTER			
Economic Uncertainty	Economic Uncertainty	By policy 5-10% of budgeted expenditures	272,895
90 Days of Cash	Economic Uncertainty	Up to 90 days of cash (to address deferrals as previously experienced) \$7.3k per day=\$657,000; difference between 657k and 10% EU)	150,000
Major and deferred maintenance expenditures	Facilities/ Capital	Gymnasium Repairs	150,000
USDA Required Deferred Maintenance	Facilities/ Capital	One year of required reserves (increase by \$22,890 p/year)	68,670
USDA Required Debt Service Reserve	Facilities/ Capital	1/10 th of one year of mortgage payments based on estimated \$4,296/ mo. (increase by 5,155 annually up to 51,552)	15,465

Technology Devices & Infrastructure Replacement	Other	Planned technology replacement schedule: Chromebooks, computers, & infrastructure	5,000
Replacement of School Vehicle	Other	Aging fleet (1 vehicle) anticipated replacement	30,000
Curriculum Adoption	Other	According to the Board approved adoption schedule	10,000
One-time Restricted Funds (planned expenditures according to grant requirements)	Other	Arts, Music & Instruction UPK Prop 28-Arts & Music LRBEG Classified Professional Development A-G Student Support & Professional Discretionary BG	93,393 25,000 41,486 56,650 9,941 28,110 38,037.00
TOTAL COMMITTED FUNDS for TPC			994,647

BE IT FURTHER RESOLVED, that such funds cannot be used for any purposes other than directed above, unless the Board adopts a successor resolution to revise or remove the constraint, or otherwise redirect the funds for other purposes; and

BE IT FURTHER RESOLVED, that the district's Superintendent, or their designee, is hereby authorized and directed to finalize the amounts to be committed for the purposes directed above based on the unaudited actual financial report for fiscal year 2024-25.

Passed and adopted this 25th day of January, 2026 at a regular meeting of the LVCS Governing Board by the following vote:

Ayes:

Noes:

Abstentions:

Absent:

I, Stacy Kirklin, Secretary/Treasurer (Clerk) of the Long Valley Charter School Governing Board do hereby certify the foregoing is a full, true, and correct copy of the resolution adopted

Stacy Kirklin, Secretary/ Treasurer (Clerk)

Date

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/fq/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

School Name	Long Valley School
Street	PO Box 7/ 436-935 Susan Drive
City, State, Zip	Doyle
Phone Number	530-827-2395
Principal	Jenavieve Talamentes
Email Address	jtalamentes@longvalleycs.org
School Website	www.longvalleycs.org
Grade Span	K-12
County-District-School (CDS) Code	18-75036-6010763

2025-26 District Contact Information

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	61.46	18.4	58.22	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.5	1.8	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.4	36.78	7.8	24.76	11953.1	4.28
Unknown/Incomplete/NA	0.2	1.69	4.8	15.18	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.6	55.33	13	46.97	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	7.25	1.2	4.59	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.1	36.98	7.1	25.58	11746.9	4.23
Unknown/Incomplete/NA	0	0.36	6.3	22.82	14303.8	5.15
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.2	58.2	13.4	44.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	7.07	3	9.91	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.6	32.96	5.1	17.11	12112.8	4.34
Unknown/Incomplete/NA	0.2	1.7	8.6	28.7	13705.8	4.91
Total Teaching Positions	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
Permits and Waivers	0.00	1	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (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
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	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
History-Social Science	Studies Weekly (2017), TCI-History Alive (2017), McGraw Hill MS textbooks, HS- McGraw Hill World History, US History, Principles of Economics, Government, Online Bright Thinker courses (2019)	0
Foreign Language	Rosetta Stone augmented by supplementary teacher-supported language practice communities (2022), UC Scout (2024)	0
Health	Online Bright Thinker courses and teacher created materials	0
Visual and Performing Arts	Online courses, music teacher instruction, art and multimedia courses with teacher created materials, online courses from Edynamics, UC Scout	0
Science Laboratory Equipment (grades 9-12)	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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Ceiling tiles are stained; replacement is in process.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Floor is high in one of the portables; roof to be replaced on garage.
External: 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	33	24	24	47	48
Mathematics (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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (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

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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.

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.

For information and schedules of meetings, contact the school office. Doyle: 530-827-2395 and Portola: 530-832-5507.

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 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
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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort 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
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

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

Thompson Peak Charter 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/fq/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

School Name	Thompson Peak Charter School
Street	995 Paiute Lane
City, State, Zip	Susanville, CA 96130
Phone Number	530-257-7300
Principal	Stephanie Preston
Email Address	spreston@longvalleycs.org
School Website	www.longvalleycs.org
Grade Span	K-12
County-District-School (CDS) Code	18-64196-0135756

2025-26 District Contact Information

District Name	Thompson Peak Charter School
Phone Number	530-257-7300
Superintendent	Sherri Morgan
Email Address	smorgan@longvalleycs.org
District Website	www.longvalleycs.org

2025-26 School Description and Mission Statement

Thompson Peak Charter provides a hybrid model of education, offering a TK-12 blended personalized learning program in Lassen County and the counties that are contiguous. 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. LVS initiated the establishment of a Home School Academy with the purpose of providing support to families adhering to a more traditional homeschooling approach.

The school's mission and vision are as follows: Mission: Long Valley Charter School is an educational community, inspiring

2025-26 School Description and Mission Statement

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	7
Grade 1	9
Grade 2	6
Grade 3	3
Grade 4	7
Grade 5	7
Grade 6	15
Grade 7	10
Grade 8	16
Grade 9	18
Grade 10	19
Grade 11	20
Grade 12	14
Total Enrollment	151

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	5.3
Black or African American	0.7
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	7.9
White	58.9
English Learners	0.7
Foster Youth	0.7
Homeless	0.7
Socioeconomically Disadvantaged	64.2
Students with Disabilities	10.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.1	52.4	41.6	67.67	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.8	6.28	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.8	12.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.5	45.97	4.5	7.32	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.53	3.6	5.92	15831.9	5.67
Total Teaching Positions	9.8	100	61.6	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.8	24.13	39.1	66.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3	5.12	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	10.32	9.3	15.88	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.8	62.06	6.8	11.63	11746.9	4.23
Unknown/Incomplete/NA	0.2	3.23	0.2	0.43	14303.8	5.15
Total Teaching Positions	7.7	100	58.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.2	22.65	37.5	64.03	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4	6.83	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	6.53	5.6	9.62	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.9	70.51	9.4	16.06	12112.8	4.34
Unknown/Incomplete/NA	0	0.1	2	3.43	13705.8	4.91
Total Teaching Positions	9.8	100	58.6	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
Permits and Waivers	0.00	0.8	0.5
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.8	0.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	4.50	4.8	6.9
Total Out-of-Field Teachers	4.50	4.8	6.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.1	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. All materials were confirmed by the governing board August 2024. High school curriculum has been reviewed for alignment and adopted by the governing board.

Year and month in which the data were collected	January 2026
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McRuffy (2019), Thoughtful Learning Writing (2019), Magnetic Reading Foundations (2023), Plaid Phonics Level A-D (2021), Handwriting Without Tears (2023), Ready Writing (2023), Ready Common Core Reading (2019), Springboard (2019), Online courses through Bright Thinker (2019)	0
Mathematics	Sadlier-Oxford (2019), Ready Math (2019), Common Core Standards Plus, Fundamentals of Algebra, Integrated Math, Envision Integrated I, II, & III (2019), online courses through Bright Thinker (2019)	0
Science	Mystery Science (2019), Studies Weekly (2019), Generation Genius (2021), Lab Aids (2019), HMH Earth & Space, Biology, and Physics, (2019), Environmental Science Holt, (2019), McDougal, online courses through Bright Thinker (2019)	0
History-Social Science	Studies Weekly (2019), HMH middle and high school series (2019), online courses through Bright Thinker (2019)	0
Foreign Language	Rosetta Stone (2021), UC Scout (2024), Community college courses, tutorials by teaching staff to support students	0
Health	Online courses and teacher created materials	0
Visual and Performing Arts	Teacher created materials for art, music, and mixed media, online courses through Edynamics	0
Science Laboratory Equipment (grades 9-12)	Teacher created lab kits aligned with HMH textbooks	0

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

School Facility Conditions and Planned Improvements

The Thompson Peak Resource Center was leased through the 2021-22 school year and purchased during the 2022-23 school year. The building serves as an Independent Study Resource Center; students gather in small groups for instruction and support; this space is sufficient for its use. The school facility has been rated as excellent in safety, cleanliness, and adequacy and is in good repair. The school's insurance company completed an inspection in fall 2019 and identified no significant concerns.

Year and month of the most recent FIT report

June 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Staff restroom needs updated flooring.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Completed installation of new roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	36	30	39	47	48
Mathematics (grades 3-8 and 11)	11	11	25	26	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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	88	97.78	2.22	36.36
Female	42	42	100.00	0.00	33.33
Male	48	46	95.83	4.17	39.13
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	52.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	55	53	96.36	3.64	32.08
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	32.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	18.75

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	88	97.78	2.22	11.36
Female	42	42	100.00	0.00	7.14
Male	48	46	95.83	4.17	15.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	55	53	96.36	3.64	11.32
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	10.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.78	22.73	21.24	29.9	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	61	60	98.36	1.64	23.33
Female	29	29	100.00	0.00	17.24
Male	32	31	96.88	3.12	29.03
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	16	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	34	97.14	2.86	23.53
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	35	97.22	2.78	14.29
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). The school is in its second year of a Building and Construction Pathway that earns students credits at Butte Community College.

The school has been making efforts in increasing dual and concurrent enrollment opportunities for students. TPC has currently established two dual enrollment college courses opportunities. The first course, affiliated with Butte Community College, focuses on the Building and Construction Pathway which began in 2021-22. The second course, provided by Feather River College, emphasizes College Readiness started 2020-21. Both have experienced an increase in enrollment since the initial

2024-25 Career Technical Education Programs

offering.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	71
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75
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	86	86	86	86	86
Grade 7	85	85	85	85	85
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

As a charter school, Thompson Peak Charter School is founded on parent involvement. Parents are integral in the development of each student's learning plan. The Resource Center has a Parent-Teacher-Student Association (PTSA) run by parent members and meets monthly. The PTSA's purpose is to involve and empower parents in the learning community and support the efforts of student and staff. There is also an Advisory Council with elected members; this group reviews grant budgets, safety plans, and other State and Federal documents. Additionally, there are opportunities for volunteering at the resource center and on field trips as chaperones.

For a schedule of meetings, contact the Thompson Peak Charter office at 257-7300.

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 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
Dropout Rate	10	12.5	6.3	10	12.5	6.3	8.2	8.9	8
Graduation Rate	85	79.2	81.3	85	79.2	81.3	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	13	81.3
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	12	9	75.0
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	209	191	3	1.6
Female	94	89	2	2.2
Male	115	102	1	1.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	2	4.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	17	0	0.0
White	126	113	1	0.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	138	126	3	2.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	26	0	0.0

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
0	0	0.48	4.1	2.53	3.8	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	0.48	0.00
Female	0.00	0.00
Male	0.87	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	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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	2	1	0	0
1	1	1	0	0
2	0	0	0	0
3	0	0	0	0
4	1	2	0	0
5	0	0	0	0
6	4	2	0	0
Other	8	4	1	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	0	0	0	0
1	5	1	0	0
2	1	1	0	0
3	1	1	0	0
4	1	2	0	0
5	1	2	0	0
6	3	2	0	0
Other	5	7	0	0

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
5	1	1		
6	5	1		
Other	12	4		

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	29	0	0
Mathematics	2	22	0	0
Science	2	23	0	0
Social Science	3	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	29		
Mathematics	2	28		
Science	3	17		
Social Science	3	27		

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	34		
Mathematics	2	32		
Science	3	16		
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	300

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	0.2

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	\$19,347	\$4,349	\$14,997	\$57,547
District	N/A	N/A	10,857	\$66,595
Percent Difference - School Site and District	N/A	N/A	32.0	-14.6
State	N/A	N/A	12,800	101,084
Percent Difference - School Site and State	N/A	N/A	15.8	-54.9

Fiscal Year 2024-25 Types of Services Funded

Programs and services provided Thompson Peak Charter in 2023-24 included response to intervention services to support academic needs. Foundational level mathematics courses were provided to small groups of middle and high school students. A self-paced Integrated Math I course was implemented to support completion of the high school math requirement. A career and college counselor met with all students in grades 7-12 and mental health counseling was available for general education students. The school employs a dedicated Curriculum and Instruction Administrator who works closely with staff to enhance instructional practices and support effective teaching strategies. 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	\$50,123	\$55,248
Mid-Range Teacher Salary	\$69,381	\$80,746
Highest Teacher Salary	\$93,242	\$109,655
Average Principal Salary (Elementary)	\$127,368	\$133,828
Average Principal Salary (Middle)	\$111,201	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$191,818	\$155,954
Percent of Budget for Teacher Salaries	25.07%	25.26%
Percent of Budget for Administrative Salaries	5.38%	6.12%

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
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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
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

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. 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