Shanel Valley Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	1 Ralph Bettcher Dr. Hopland, CA , 95449-9669	**Principal:**	Kristi McCullough, Principal
Phone:	(707) 744-1485	**Grade Span:**	K-6

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 LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Kristi McCullough, Principal

 Principal, Shanel Valley Academy

About Our School

SVA is committed to innovation and continuous improvement. As a small TK-6th charter school with committed community partners, we have the flexibility and support to be responsive to student and community needs in a way that larger District schools may not: including increasing access to place based environmental education, Project Based Learning (PBL) opportunities with Science Technology Engineering Art and Math (STEAM) integration, and restorative discipline, Positive Behavioral Interventions and Supports (PBIS), and Multi-tiered Systems and Supports (MTSS) integrated into the school community.

We hope to contribute to the continued innovation of educational opportunities for all students in Mendocino County by being a proving ground for evidence-based, best practices such as designing for equity, anti-racism, social and emotional learning (SEL), and trauma-responsive approaches to supporting students and families. We promote PBL andSTEAM integration as a way to engage all learners, and our , community-based school approach with restorative discipline practices can pave the way for transforming education and fostering belonging. . By continually assessing innovations and adapting them as necessary, SVA can also support scaling up innovative pedagogy and practices throughout Mendocino County schools.

Contact

Shanel Valley Academy
1 Ralph Bettcher Dr.
Hopland, CA 95449-9669

Phone: (707) 744-1485
Email: kmac@shanelvalleyacademy.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Ukiah Unified
Phone Number	(707) 472-5002
Superintendent	Kubin, Debra
Email Address	dkubin@uusd.net
Website	www.uusd.net

School Contact Information (School Year 2023–24)

School Name	Shanel Valley Academy
Street	1 Ralph Bettcher Dr.
City, State, Zip	Hopland, CA , 95449-9669
Phone Number	(707) 744-1485
Principal	Kristi McCullough, Principal
Email Address	kmac@shanelvalleyacademy.com
Website	www.sanelvalleyacademy.com
County-District-School (CDS) Code	23656150140814

Last updated: 1/10/24

School Description and Mission Statement (School Year 2023–24)

The educational philosophy and instructional methods at SVA mirror the mission and vision built by and for the local community. Mixed age cohorts in a small community-based school allow for project-based learning, youth leadership and a sense of community. Students have the time to develop strong literacy and phonemic awareness through a combination of personalized, small and whole group instruction, including time to engage in their gardens exploring life science in action. Each age and stage is honored with increased responsibility and challenges appropriate to students' strengths and areas of interest.

Mission: Restoring education to the Hopland community is essential to a thriving future for Hopland students, families, and our greater community. Shanél (Sanel) Valley Academy (SVA) is a culturally responsive, community school where all students are valued and supported. SVA students will be prepared to lead and successfully participate in our rapidly changing multicultural society, they will contribute to the community with creative solutions and a resilient, culturally competent and collaborative mindset.

Vision: We envision a future in which all children are honored with equitable access to high quality education that results in success in community and career. We will empower all

students to become critical thinkers, innovative problem solvers, and effective leaders through a dynamic and collaborative curriculum.

At SVA we develop our **STRENGTHS**, design a common **VISION**, and together we **ACHIEVE**.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	31
Grade 1	28
Grade 2	16
Grade 3	11
Grade 4	24
Grade 5	8
Grade 6	11
Total Enrollment	129
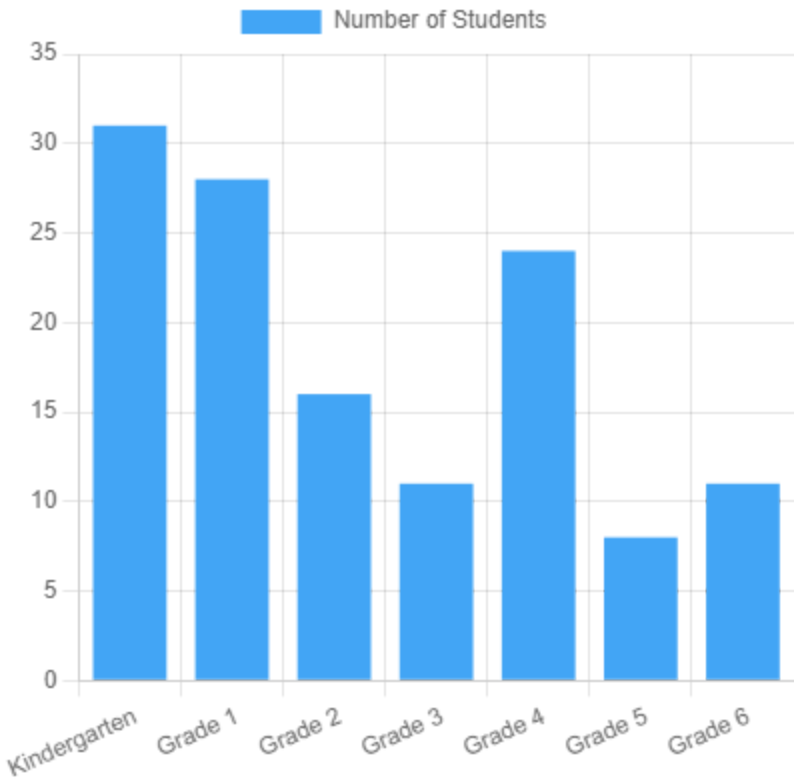
Last updated: 1/10/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	56.60%
Male	43.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.80%
Foster Youth	0.00%

Student Group	Percent of Total Enrollment
Non-Binary	0.00%
American Indian or Alaska Native	13.20%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	34.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.00%
White	41.90%

Student Group (Other)	Percent of Total Enrollment
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disavantaged	72.90%
Students with Disabilities	10.90%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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)			245.80	70.79%	228366.10	83.12%
Intern Credential Holders Properly Assigned			10.40	2.99%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			66.60	19.20%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			12.50	3.61%	12115.80	4.41%
Unknown/Incomplete/NA			11.80	3.41%	18854.30	6.86%
Total Teaching Positions			347.20	100.00%	274759.10	100.00%

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.

Last updated: 1/10/24

Teacher Preparation and Placement (School Year 2021–22)

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)	4.00	57.14%	238.90	67.55%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	14.29%	17.80	5.04%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	28.57%	47.30	13.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	10.60	3.02%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	38.90	11.01%	15831.90	5.67%
Total Teaching Positions	7.00	100.00%	353.70	100.00%	279044.80	100.00%

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.

Last updated: 1/10/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers		2.00
Misassignments		0.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		2.00

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver		0.00
Local Assignment Options		0.00
Total Out-of-Field Teachers		0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
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%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Learning/Cengage Learning Reach for Reading *Year of Adoption: 2021*	Yes	0
Mathematics	Illustrative Mathematics Supplemental: Mindset Mathematics *Year of Adoption:2022*	Yes	0
Science	Teacher-created materials that incorporate Next Generation Science Standards, (NGSS) and integrate Foss Science when it aligns with student interest. Lemelson-MIT invention education curriculum is an additional supplemental curriculum resource to support our STEM focus. Science curriculum goals are also supported by our school-wide science fair for all grades TK-6. *Year of Adoption: 2023*	Yes	0
History-Social Science	Curriculum in grades TK-6th are designed and implemented by the teacher following the California Common Core Standards. SVA's ELA curriculum (Reach for Reading/Nat Geo) integrates history and social science, and teachers extend and elaborate based on student interest and development in grades 3-6. Students have access to NewsELA so teachers can incorporate current events and critical thinking skills in our mixed-age, multi-level classrooms. *Year of Adoption: 2021*	Yes	0
Foreign Language			0
Health	Mental and Physical Health and Wellness are integrated with other courses throughout the day such as SEL and Playworks. PlayWorks is led by credentialed teachers and support staff during various times throughout the day (varies by grade level) in alignment with CA standards for physical fitness.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Year of Adoption: 2022 Social Emotional Learning Curriculum: CharacterStrong: Researched Based Social Emotional Learning and Character Education Curriculum *Year of Adoption: 2023*		
Visual and Performing Arts	Visual and performing arts are integrated across the curriculum.		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/10/24

School Facility Conditions and Planned Improvements

Shanél Valley Academy rated as good with a 98.6% on the most recent Facilities Inspection Tool. In order to remedy the four items mentioned which need to be addressed, we replaced the glass in classroom 6 and the valve which serves the teacher workroom. The workroom sink is now working properly.

Last updated: 1/11/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Identified and replaced the valve which controls the water supply to the sink in the teachers' workroom.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Replaced chipped glass in door of classroom 6.

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good

Last updated: 1/11/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	17%	11%	31%	33%	47%	46%
Mathematics (grades 3-8 and 11)	13%	13%	20%	22%	33%	34%

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.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	55	98.21%	1.79%	10.91%
Female	34	33	97.06%	2.94%	6.06%
Male	22	22	100.00%	0.00%	18.18%
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	22	21	95.45%	4.55%	4.76%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	19	19	100.00%	0.00%	15.79%
English Learners	11	10	90.91%	9.09%	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	42	41	97.62%	2.38%	4.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

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.

Last updated: 1/10/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	55	98.21%	1.79%	12.73%
Female	34	33	97.06%	2.94%	6.06%
Male	22	22	100.00%	0.00%	22.73%
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	22	21	95.45%	4.55%	4.76%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	19	19	100.00%	0.00%	15.79%
English Learners	11	10	90.91%	9.09%	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	42	41	97.62%	2.38%	7.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	--	--	19.15%	19.43%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

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.

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.

Last updated: 1/10/24

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
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.

Last updated: 1/10/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Parent/Guardian involvement is a key component of our ability to implement our school plans. Volunteer opportunities, community events, and parent/guardian leadership and governance openings are communicated to families via our e-blast newsletter (periodically), monthly public board meetings, annual LCAP hearings, weekly (at least) communications via Parent Square and throughout our SVA social channels.

We have an active Parent Advisory Council (PAC), which reflects our demographic make-up and represents 10% of our enrollment. Included in the PAC is the English Learner Advisory Committee (ELAC), which advocates for the needs of our English Learners to ensure equitable practices. Both groups meet monthly on site, with the option to zoom so parents and guardians have access to school information and opportunities.

Our governing Board of Directors has two seats (President and Treasurer) occupied by parents/guardians and classified substitute positions are filled by parents/guardians as needed. Included in these opportunities, SVA seeks parent/guardian input on budget and long-term planning decisions, as well as school climate, leadership, and community needs via surveys and focus groups. These are announced via e-blast, social media and on Parent Square.

Board agendas and minutes are posted to our website in compliance with Brown Act, and leadership of the school. With a high population of Indigenous Peoples (almost 15%) and English Language Learners (17.69%), we make additional efforts to engage these parent/guardian groups, including communicating regularly with the Hopland Band of Pomo Indians Education Director, and hosting meetings at the reservation to provide access to school information and opportunities.

SVA has a family liaison who disseminates information in both English and Spanish, and supports communication between the students, staff and families. In addition, SVA has a Community School Director to align existing resources within the school and develop community partners to meet the needs of our families. SVA consistently supports family engagement through annual events and traditions such as the annual Fall Festival and Parade, Book Fairs, Winter Sing and Lantern Walk, Science Fair, Open House and the End of Year Celebration.

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	147	138	42	30.4%
Female	80	77	24	31.2%
Male	67	61	18	29.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	22	18	11	61.1%
Asian	0	0	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	49	48	14	29.2%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	9	9	1	11.1%
White	62	58	16	27.6%
English Learners	26	26	7	26.9%
Foster Youth	0	0	0	0.0%
Homeless	3	3	1	33.3%
Socioeconomically Disadvantaged	110	104	39	37.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	16	16	6	37.5%

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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.13%	5.82%	6.10%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.07%	0.29%	0.00%	0.07%	0.08%

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.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	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 student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

School safety is a top priority at Shanél Valley Academy. SVA reviews the plan each year, and training is given for all staff in procedures for fire drills, lockdowns, evacuations, allergic reactions and medical emergencies. The Attendance Secretary and Principal keep the class rosters up to date. Each teacher and other staff members such as the office, family liaison, after school employees and kitchen staff have a red binder in their respective classrooms, office and work areas. The plan consists of emergency contacts, evacuation plan, fire plan, earthquake and lockdown procedures. The red binders contain the procedures for pick up and dismissals, updated rosters and medical conditions for each child. Safety drills are conducted every month. The Comprehensive School Safety Plan was last approved by SVA's Board of Directors on February 28,2022. The plan is under review and will be updated and approved by the board by March 2024.

Last updated: 1/10/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	2		
1				
2				
3				
4				
5				
6				
Other**	19.00	4		

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	1	1	0
1	18.00	1	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	24.00	0	1	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	19.00	3	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Last updated: 1/10/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/10/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19863.00	$8179.00	$11684.00	$56650.00
District	N/A	N/A	--	$75059.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87362.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2022–23)

To respond to the challenges and opportunities of the future, today's students must be prepared to be culturally competent, collaborative, creative, resilient, and self-aware. Funding is used for implementing curriculum and systems to support this goal through collaborative efforts among caring and committed adults seeking to provide a strong start in life for SVA students. We have developed a tiered system of interventions providing paraprofessionals to support instruction for students who are struggling. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates with the support of their classroom teacher and the paraprofessionals. All teachers will receive ongoing instructional coaching from the principal to set goals and identify strategies to improve student outcomes.

The principal, along with the entire staff, continuously focus on building a culturally responsive restorative discipline program, positive behavior supports and interventions and the social emotional learning program for the school. Each classroom provides a dedicated physical space to provide a safe space for students to take a break, and our partnership with Mendocino Youth Project provides social emotional learning supports for our students.
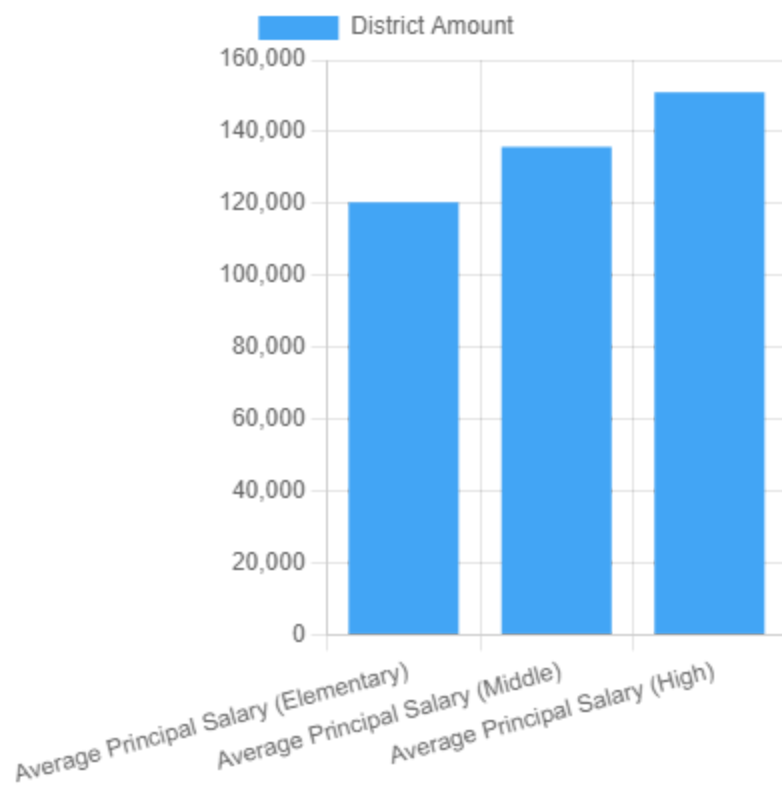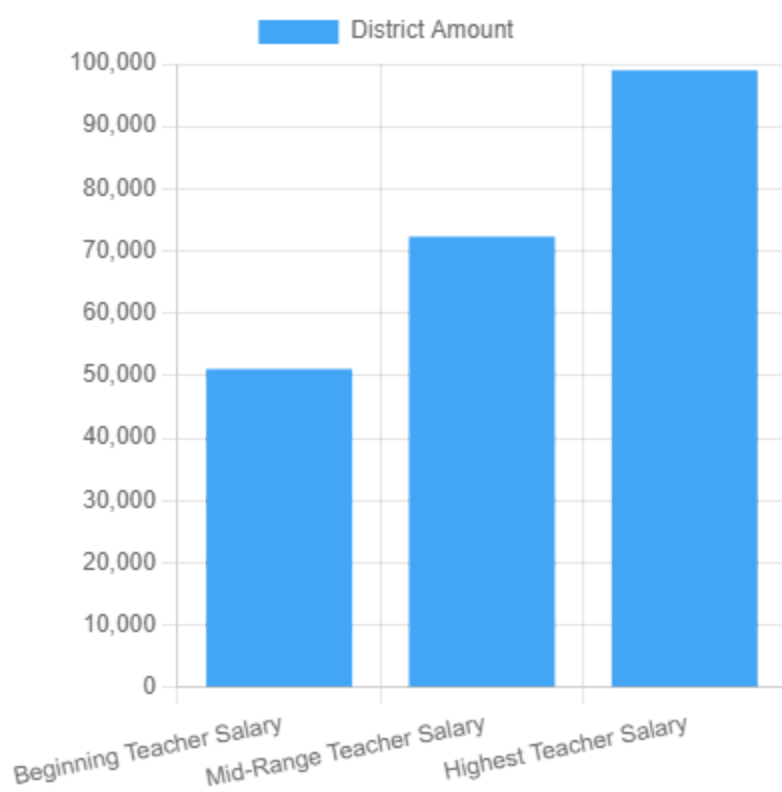
Funding is also used for our local priority to increase and track family engagement, incorporating community input on decision-making and planning and partner with parents and the community to provide robust learning opportunities for all students.

Last updated: 1/11/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51086.00	$54190.13
Mid-Range Teacher Salary	$72308.00	$85111.12
Highest Teacher Salary	$98980.00	$104998.96
Average Principal Salary (Elementary)	$120382.00	$132492.38
Average Principal Salary (Middle)	$135813.00	$140986.75
Average Principal Salary (High)	$151002.00	$153884.46
Superintendent Salary	$210979.00	$255502.97
Percent of Budget for Teacher Salaries	29.42%	32.09%
Percent of Budget for Administrative Salaries	5.06%	5.25%

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

District Amount

- Beginning Teacher Salary
- Mid-Range Teacher Salary
- Highest Teacher Salary

District Amount

- Average Principal Salary (Elementary)
- Average Principal Salary (Middle)
- Average Principal Salary (High)

Professional Development

SVA encourages professional development for all staff to continuously improve. Annually, all staff members participate in a concentrated, back to school professional training where speakers, break out sessions, and content that is key to SVA's mission is provided. Content includes trainings with partners such as Welcoming Schools, a program to build an inclusive school, Clifton strengths assessments and training, trauma responsive practices, social emotional learning strategies, instructional planning and technology, PBIS coaching, and best practices for PBL and STEAM instruction. Included in these trainings are parents/guardians, enrichment providers, teacher leaders and the BOD to participate or facilitate topics in their area of expertise. Once a week students are dismissed early to allow for staff to participate in collaborative professional learning communities and trainings, and teachers receive a total of 80 hours of professional development and coaching in each school year. In addition to scheduled staff development days, teachers will receive additional professional learning time via travel to conferences of their

choosing (in alignment with curriculum goals and approved by school leadership). Additional learning goals for our educators will be assessed, as needed, in a collaborative and transparent process aligned with our educator support, assessment and evaluation process.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	15	12	11