Shanél Valley Academy

Authorizier: Ukiah Unified School District (UUSD)

ANNUAL
REPORT

2022–2023

The Shanél Valley Academy Board of Directors reviewed and approved this report on:

Introduction:
Shanél Valley Academy (SVA) is a TK-6 grade, California public charter school located in Hopland, California. SVA is a community school that serves students, families and the wider community using research based practices for instruction that include project based learning, positive behavior interventions and supports, learning portfolios tailored to each student and family, and culturally responsive strategies. Our program values community involvement and hosts events, annual traditions and seeks feedback from our partners as we continue to grow our school.

Charter School Mission:
Restoring education to the Hopland community is essential to a thriving future for Hopland students, families, and our greater community. Shanél Valley Academy 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.

Charter School Vision:
SVA envisions a future in which all children are honored with equitable access to high quality education that results in success in community and career. At SVA, youth voices contribute in valued and meaningful ways to the realization of a thriving and resilient community. SVA will empower all students to become critical thinkers, innovative problem solvers, and effective leaders through a dynamic and collaborative curriculum. SVA partners with families and the community to provide a program that reflects student needs and celebrates diversity. Innovative learning opportunities for students at SVA will include access to outdoor education, blended-learning, native and community school gardens, science, agriculture, technology, engineering, art and math integration, with strong support for multilingual students. Curriculum and instructional practices will reflect the needs of the diverse student population of Hopland, promote equity and prepare culturally competent, well-rounded, lifelong learners. At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE.

Non-discrimination Affirmation:
In alignment with California Education Code 47605(d)(1), SVA is non-sectarian in its programs, admission policies, employment practices, and all other operations, SVA will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability

A. Educational Program:

1. **Targeted School Population**
   ● **Grade Levels:** TK - 6

CALPADS Fall 1 Certification Key Measures and Indicators	2023-2024	2023-2024 % of Total Enrollment
Student Population and Student Groups		
Total Enrollment*	**125**	-
Socioeconomically Disadvantaged	93	74.4%
Special Education Students	14	11.20%
Title III Eligible Immigrants	0	0.00%
Transitional Kindergarteners	11	8.80%
English Learners	19	15.20%
Local Control Funding Formula Sources		
Total Unduplicated	**94**	**75.20%**
Unduplicated Free / Reduced Meal Eligible	93	72.00%
EL Funding Eligible*	19	15.20%
Foster	0	0.00%
Homeless	0	0.00%
Special Education		
Unduplicated Count of Education Plan Types	14	-
Count of Students Receiving Services	14	11.20%
Language of Instruction Programs		
Count of Programs		-

Total Enrollment count shown reflects enrollment of students in grades TK-6, and excludes students with grade level KN and whose 5th birthday occurs after April 2nd of the selected Academic Year. Total enrollment at SVA was 131students (6 Early TK students).

Gender	Students	2023-2024 % of Total Enrollment
Female	73	57.25%
Male	56	42.75%

Race/Ethnicity	Students	2023-2024 % of Total Enrollment
White	57	43.51%
Hispanic	46	35.11%
Am Indian/Alskn Native	19	14.50%
Multiple	6	4.58%
Missing/Not Disclosed	2	1.53%
Black/African Am	1	0.76%

Grade	Students	2023-2024 % of Total Enrollment
Transitional Kindergarten	17	12.98%
Kindergarten	11	8.40%
First Grade	20	15.27%
Second Grade	27	20.61%
Third Grade	17	12.98%
Fourth Grade	11	8.40%

Fifth Grade	22	16.79%
Sixth Grade	6	4.58%

2. **Attendance**

- **School Calendar:** See Appenicies

- **Number Of School Days:** 17~~5~~6 instructional days

- **Instructional Minutes:**
  SVA adheres to current educational codes related to instructional minutes and supports teachers to maximize class time, transition periods and even nutrition to engage students in robust learning experiences and enriching new ideas.

  - Transitional Kindergarten: 49,000 minutes*
    Recesses are considered instructional activity for Transitional Kindergarten (TK) and therefore may be counted as instructional minutes. SVA also offers an extended day TK program that runs concurrently with Kindergarten.
  - Kindergarten: 60,040 minutes*
    Recesses are considered instructional activity for Kindergarten and therefore may be counted as instructional minutes.
  - Grades 1-3: 50,640 minutes
  - Grades 4-6: 54,780 minutes

- **Attendance Requirements:** Students are required to attend school daily.

- **Attendance Expectations:** Students are expected to attend school every day for the entire day unless a special circumstance such as illness, unavoidable dental or medical needs, or a family emergency occurs. If a student is going to be late, parents are expected to notify us by 9:00 am on the day involved. Independent Study is an option for short term absences such as those due to medical reasons for family emergencies. SVA partners with families to understand barriers to school attendance and find solutions. SVA follows all educational codes regarding truancy and qualifying excused absences at the discretion of the school administrator who makes every attempt to restore access to learning and opportunities. If a student does not attend school, and we are not notified by parents, they receive a phone call home on the days of absence. School staff and leadership work with parents to address any barriers to attendance, and or recover potential lost learning days by offering independent study when appropriate. Additionally, a Parent Square notification goes out to all parents each day by 10am, if a student is absent, providing an easy and automated system to ensure parents are aware of the importance of reporting absences and staying in communication with the school. The Attendance Secretary follows up daily with a phone call for any unexcused absences not reported. For families with continued and prolonged challenges related to attendance, school staff and leadership work with parents to create a school attendance plan.

3. **What it means to be an educated person in the 21st Century**
   - SVA identifies an educated person in the twenty-first century to mean a person who

is literate, can understand and function sufficiently in the world around them, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which they live. This person is one who has realized they own special interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of SVA to help students become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

- At SVA, 21st century learning includes exposure to real-world learning opportunities like field trips to working farms and the Hopland Research and Extension Center. It also includes thinking about math and logic as related to "big ideas," patterns, processes and real-world applications of mathematical concepts. In scientific learning it means giving students opportunities to use the scientific process to define phenomena they see in the world around them.
- Critical thinking skills are also crucial for educated people in the 21st century, and we encourage critical thinking by using inquiry and asking students to apply what they learn in social studies and reading assignments to their own lives and identities. Developing problem-solving skills through challenges, invention education and cooperative learning experiences help students identify and build their identity around their strengths, talents and abilities. Communication is a key skill for 21st century learning and this is emphasized in all grades as students are lead to develop their writing and speaking skills in both formal reading and writing instruction, as well as regular opportunities to show what they know in community with others: one example of this is that during our 22-23 Read-A-Thon, our students read to Mars! SVA Space Adventurers (youth leaders) compiled minutes they read outside of regular school hours and wrote the minutes down on their Read to Mars reading log. This support from older students proved to be beneficial for both older and younger grades, and each class team met their reading goals for the year.

- Teachers worked closely to refine Common Core standards across all grade levels to align assessment, intervention and planning of effective and relevant learning opportunities.

4. **Description of how learning best occurs**

   - **Summary of curriculum taught and how it was aligned to state standards**

     - The SVA approach to student learning is based on meeting the needs of the whole child. SVA uses an evidence based curriculum that is CCSS and ELD aligned, believes in a project based approach to learning, uses restorative practices for problem solving, and seeks creative ways to connect families and the community to student learning. This is achieved in a variety of ways including the learning opportunities, events, and other practices described above. Standards-aligned instruction is also an important part of SVA's educational goals.

     - SVA believes that learning best occurs when students are educated through a personalized learning, goal-oriented, community-based curriculum. SVA educator focus was to continue to develop a solid core program. Curriculum was collaboratively planned and articulated across grade levels in the 23-

242-23 school year included the following:

Curriculum Source	Aligned with (Standard)	Strategies & Key Concepts
National Geographic (Cengage) Reach for Reading	CCSS	Strategies vary by grade level but include building phonemic awareness, speaking, listening, and writing skills, sentence structure, grammar, spelling vocabulary, writing essays and research papers, deciphering graphs and charts, and revising writing. Reading comprehension skills develop into critical thinking and deeper exploration of literary themes and ideas as grade levels progress.
Mindset Math, Illustrative Math	CCSS CA Math Framework	"Big Ideas," real world applications, manipulatives, teacher-designed activities related to student interests and math centers are some strategies used to ensure that students gain crucial skills and understanding of decomposing and composing numbers, comparing numbers, adding, multiplying and dividing, algebraic functions, graphing and basic concepts of geometry, trigonometry and the pythagorean theorem. Problem-based with real-world connections: Students discover, understand, and internalize key math concepts and apply their learning to various real-world problems and scenarios, simultaneously building procedural fluency and conceptual understanding. Diverse representations: With images and scenarios that reflect a diverse society, students can see themselves and their experiences represented in the problems they're solving, creating more meaningful connections with new concepts.
iReady	CCSS	Used for assessment, academic intervention and supplemental instruction. iReady supports learners in need of additional targeted instruction. i-Ready is an online program used for assessment and intervention in reading and mathematics that helps determine the needs of students, personalize their learning, and monitor progress throughout the school year. i-Ready allows teachers to meet students exactly where they are and provides data to inform instruction and increase students' learning gains. i-Ready

		consists of two parts: Diagnostic and Personalized Instruction.
FOSS, Lemelson MIT Invention Education, Lifelab Garden Education, Mystery Science	NGSS, CCSS, CA EP&Cs	Focus is placed on the development and understanding of the four disciplinary core ideas, physical sciences; life sciences; earth and space sciences; and engineering, technology, and applications of science. In the younger grades, students recognize patterns and formulate answers to questions about the world around them. As they enter into the fifth grade, students demonstrate grade-appropriate proficiency in gathering, describing, and using information about the natural and designed world(s). SVA promotes the development of ideas and skills that will allow students to explain more complex phenomena in the four disciplines as they progress to middle school and high school.
Playworks	Aligns with PE standards	Playworks training and coaching helped teachers, staff and students ensure a safe return to play by mapping the play areas on campus, defining safe zones and observation strategies and reinventing traditional yard and recess games to be more inclusive and adaptable to a variety of different contexts and age groupings. LeadershipOlder students train as playworks coaches to lead games with students in TK-4th grade with support from credentialed educators, who rotate on a 6-week schedule.
Teacher Created Materials	CCSS aligned	Teachers collaborate to design and modify activities and lessons from existing curriculum sources like Reading A-Z, Teachers Pay Teachers, NewsELA, and other CCSS aligned sources to extend lessons, build on the core curriculum, provide learning opportunities for civic engagement and social studies, and to address student or class interests.In addition, our team used PBLworks as a resource for aligning to the Gold Standard Framework for Project Based Learning.
ELD	Aligned with standards for EL	Credentialed teachers trained in English Learner Developmental strategies works with students with limited English language proficiency for a minimum of 30 minutes each day. The ELD lead teacher, principal and testing coordinator collaborate to establish a schedule that allows for the least disruption to regularly scheduled lessons or activities. The ELDlead teacher also works with teachers and staff to establish

		methods and routines to differentiate instruction and increase parent engagement with English Learners and their families.

- Other instructional strategies utilized at SVA include co~~operative~~collaborative site based programs such as reading buddies, which paired TK through 6th graders for not only reading opportunities, but also field trips and project based learning~~projects~~. SVA integrated community-based educational programs, such as field trips to the Hopland Research and Extension Center for lambing, as well as school wide projects with the Mendocino Resource Conservation District and the Hopland Band of Pomo Indians. ~~and other educational opportunities.~~ During the 2~~3-24~~~~2-23~~ school year, teachers scheduled specialists to visit classrooms in a field of study such as an woodworkers, architects, first responders, tribal elders, conservationists and scientists. ~~architect and~~ Annually, a local children's book author visits during Read Across America week, and our school use~~sd~~ field trips as a way to connect learning back to the classroom. In addition, our program boasted ~~weekly taste tests~~ student interest clubs in the expanded learning program, garden stewardship in the TK-6 grades, weekly library visits with the librarian, ~~and~~ a weekly music class, and a student led youth leadership club.

- **At SVA our approach includes the following characteristics:**

    1. **Curriculum is tailored to an individual student's learning styles**
       While all students receive instruction in Illustrative Math, Reach for Reading, iReady, and standards-based, collaboratively designed, teacher-created lessons and projects in science and social studies, teachers at SVA are supported to tailor and asses these lessons based on the needs and interests of each individual student's needs and strengths.
    2. **One-to-one teaching is used, as appropriate**
       All lower grades at SVA have a student support specialist on staff who can assist teachers in grouping students to enable station-rotations, individual instruction, when needed, and small group focused instruction. Upper grades experience peer-tutoring, mentoring and targeted support from credentialed teachers as well as classroom student support specialists as needed.
    3. **Real life context-based learning is encouraged**
       Field trips to create relevant learning experiences (K-6), place-based activities such as finding patterns in the garden (TK math activities), projects like designing a sensory path (K math, SEL, physical education and visual arts activities), as well as ~~and~~ field trips to experience local cultural and natural resources and student led empathy interviews with tribal leaders provided opportunities for students to engage with our community, each other, and learn new concepts in a way that is relevant to their lived experiences.
    4. **A variety of enrichment is implemented through classroom instruction, independent learning, field trips, apprenticeships, technology and integrated projects across the curriculum.**
       Teachers and support staff worked together to design lessons and projects that could be shared across grade levels. The~~The~~ Singing

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Tree Project and Read-A-Thon, student led Kindness Week, Dream School, and PBIS projects are a few~~just two~~ examples of this in action during the 23-24~~2-23~~ school year.

5. **Schooling is viewed as only one aspect of an education**
    SVA provided a safe school experience for students and families by building a framework of positive behavior guidelines, implementing CharacterStrong curriculum for social emotional literacy, community focused learning through partnerships, engaging instruction, and innovative opportunities for learning through PBL.

6. **The entire community is the classroom**
    Programs to support this educational value at SVA include our deep commitment to family and community engagement. As a community school, and a member of the Community Engagement Initiative, we invite community members on campus and create opportunities to include all families in our decision making processes through family interviews and surveys, robust parent committees, and an educational partner group that consists of students, staff, board and community members through the Community Engagement Initiative (CEI) . SVA has established traditions and events that build community inside and outside of the classroom such as family education ~~STEAM night~~events, PBL exhibitions, ~~Fall~~ Festivals, Community ~~Stone~~ Soups, and so much more.

7. **Learning is promoted by engaging student interests by using relevant project based learning approach**
    Project based learning is an equitable and inclusive approach to educating children. An example of a student-led project is the empathy interviews designed by the fourth, fifth and sixth graders to learn more about the ecological hisotry of our local watershed through interviews with tribal elders and leaders. This project concluded with a student-created video, visitors to the school to share information, and the students learning more about Hopland Pomo culture, environmental history of place, and each other. ~~sensory path designed by kindergarteners because they recognized the need for movement during rainy day recess.~~

    ~~8.~~ **Historical context and local needs are honored and explored**
    SVA is committed to building a curriculum with authentic ties to local (Hopland) Pomo culture and language while providing students with a broader understanding of the world around them. In order to develop this curriculum, SVA staff is concentrating on establishing strong relationships with the Hopland Band of Pomo Indians educatoin center and tribal leaders, parents and community members both through sharing resources for students, partnerships through CEI, ~~the development and expansion~~ of a commit ~~of the Culture Committee~~ and inviting the community to share their traditions, language and history with students in on-campus events. Projects in 23-24~~2-23~~ included multicultural classroom cooking projects, including steamed buns, fry bread and sopapillas, Indigenous Peoples Day Celebratoin with Hopland Pomo leaders sharing history, language, songs and traditional hand games throughout the grades and in an assembly. ~~Assembly with Pomo staff member facilitating, sharing cultural traditions and singing traditional songs with students.~~

9.8.**Students are respected for their strengths**

Developing a strengths-based approach to learning begins by respecting our educators' strengths and supporting them to shift from deficit-based thinking to possibility thinking with students. StaffTeachers collaborated throughout the year in trainings and PLCs over the year to continually develop a Positive Behavior Intervention and Support framework to create a safe and positive school climate and school wide behavior goals and expectations.

10.9.   **Leadership is compassionate, collaborative, and community-based**

One of the four pillars of community schools is collaborative leadership, this is demonstrated in our flat leadership structure where power and responsibility is shared across the Board of Directors and school administration and staff, where the Principal, Business Manager, and Community School Director are all expected to lead and manage the educational programs, expanded learning, family engagement, HR, operations and maintenance respectively. Furthermore, continual family and community input is sought through direct text communication, interviews, CEI partnerships, surveys, public meetings, advisory committees and ad hoc committees - all supporting the ambitious vision that SVA continues to grow.

- **Instructional approaches and strategies used:**

  - The staff uses a whole child approach to student learning, valuing cross-curricular approaches, including STEAM, PBL, and trauma informed practices. Each teacher creates learning portfolios for each student, and connects with families to create goals for learning. In addition, SVA encourages professional development for all staff to continuously improve. During the third second year of operation, teachers continued to improve worked to establish aligned instructional strategies to maximize the mixed grade and multi-level groupings. Each classroom included varied grouping strategies, collaboration with support staff and other teachers, and the use of the station rotation model for delivering instruction.In addition, the 4-6 grades collaborated and created mixed grade groups for PBL.

  - Students from TK-6th grade engaged in project based learning; working each trimester to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Driving questions for projects included,How can we teach our community about the ways and benefits of supporting native species in Hopland and How can we teach people about our local environmental history?

  - Project-Based Learning (PBL) aligns well with SVA's strengths-based approach, and the summer of 2023, SVA's teachers attended PBL World, a vital opportunity for educators at all levels, instructional coaches, and school and district leaders to enhance their skills in Project Based Learning.and Inin 23-342 23 we began implementing this approachlearning modality with greater fidelity. At the beginning of the 2023-2024 school year, teachers collaborated to plan and select school-wide themes for Project Based Learning (PBL), with each theme spanning one trimester. The themes are designed to deepen student engagement and integrate learning across subjects. Trimester 1 focused on the "Why of PBL," accompanied by a family

education night to involve the community. Trimester 2 will explore "Sustainability," and Trimester 3 will center on "Watershed." These themes will guide PBL projects, fostering meaningful, hands-on learning experiences throughout the year.~~PBL planning included collaboration among teachers who worked together at the beginning of the school year to choose school-wide themes, one per trimester. Themes in the 22-23 school year included (tri 1) Community, (tri 2) Adaptability, and (tri 3) Sustainability.~~

- Students were encouraged and guided to dive into each theme and teachers helped guide learning and facilitated student-led projects and presentations. Specialists like woodworkers, architects, first responders, tribal elders, conservationists ~~and scientists.architects, public service workers,~~ and scientists visited classrooms to enhance student learning and field trips reinforce learning with real-world applications.

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- Examples of projects included: Bat boxes built by students an dled by a woodworker, Empathy interview project with tribal leaders, Watershed projects with Conservationists, and ~~Escape rooms and Tiny House Projects designed and built by students, as well as a sensory path on campus for students to use during rainy day recess. In addition, our students adapted books for children's theater, designed habitats for animal adaptations, and created a project called All Kinds of Teeth to learn about the role teeth play in survival.~~

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○ At SVA, we use the Positive Behavior Interventions and Supports (PBIS) system to foster a positive school climate and ensure all students have a safe, supportive learning environment. Over the past year, we have refined and expanded this program with input from staff, aligning our practices across all grade levels. This system includes a discipline flow chart, behavior expectations clearly posted around campus, and consistent reinforcement of positive behaviors.

○ One of the highlights of our PBIS system is the Bear Bucks Cart, which continues to roll through the school twice a month. Students can earn Bear Bucks for displaying positive behavior and use them to shop for rewards. This has been a fun and effective way to support our culture and climate goals.

○ Each day starts with a community meeting in every class, where students come together to build relationships, engage in interactive discussions, and preview the day ahead. These meetings not only strengthen our school community but also serve as a time to reinforce academic and behavioral expectations.

○ We continue to emphasize a strengths-based approach, helping students develop self-awareness, confidence, and a sense of belonging. Our school motto, "We build on our Strengths, develop a common Vision, and together we Achieve," aligns with the three core pillars of positive youth development—"I am, I can, and I belong"—following the California Social Emotional Learning (CASEL) standards.

- As we move forward, we remain committed to improving and expanding our PBIS program to ensure that all students feel valued, supported, and ready to succeed both academically and socially.

- The entire staff at SVA spent the full year with a climate coach building the Positive Behavior Interventions and Supports program during monthly meetings. The outcomes were an aligned staff with their voices included in the decision making, a discipline flow chart, and behavior expectations posted throughout the campus on posters. Positive incentives for behavior included a Bear Bucks Cart that rolled through school twice a month and the students could shop from the cart. This added feature to the system helped to support culture and climate goals to create safe and supportive learning environments. All grades were aligned in starting each day with a community meeting to build relationships, highlight academic content in a way that is interactive, and support students in learning about the day ahead. What's more, our strengths-based approach helps students develop self-awareness and a strong identity; The California Social Emotional Learning (CASEL) standards indicate that the three pillars of positive youth development can be described in the three following statements: *I am, I can and I belong*. Our Motto at SVA is: *"We build on our Strengths, develop a common Vision and together we Achieve"*. These align with the three core pillars of positive youth development in the following ways.

"I Am" (Strengths)	"I Belong" (Vision)	"I Can" (Achievement)
Self-awareness & Identity	Sense of community	Strengths, talents & abilities
Looks like: Self Awareness. Expresses likes and dislikes, advocates for fairness, asserts opinions. "We build on our Strengths"	Looks/sounds like: "I can rely on others and trust that people are here to help me." Students seek help when needed, and are motivated by positive, caring relationships with peers and trusted adults. I can see a pathway to the future through positive models that community members provide. "We develop a common Vision"	Looks like: pride in one's abilities and community: students volunteer to help and engage in opportunities like science fair, talent show, and playwork coaching. "Together, we Achieve."
Self portraits, journalling, self-directed art projects, physical activity, morning meetings, cultural heritage celebrations, youth leadership opportunities, exhibitions of learning, youth designed clubs and projects	Collaborative learning, community engagement and real-world learning experiences at SVA includes community engagement events like Winter and Spring Sing, fall parent open house, the Fall Festival, Cinco de Mayo and our end of year celebration. Students are involved in the planning and promotion of all events and are encouraged to work together in peer and mix groupings to support shared learning during academic instruction and other school-related activities.	Student-Parent-teacher conferences take a strength-based approach, the "I can" standards are used as milestones for tracking student progress, which is shared with students and posted in classrooms so students can see how learning progresses.

- The Singing Tree Project, a school-wide mural initiative that began in the 2021-2022 school year, served as a foundational experience for expanding new creative collaborations in the 2023-2024 school year. This earlier project blossomed into a new partnership in the spring of 2023, where students participated in a school-wide chalk pastel project. Both the mural and pastel projects embodied student voices and represented their hopes and dreams, becoming community-wide exercises in learning, collaboration, and trust-building.

- Throughout these initiatives, students of all ages were encouraged to share their input, solve interpersonal and creative challenges, and work together towards a common goal. These experiences emphasized self-awareness, a sense of belonging, and the motivation to achieve—qualities that are essential to personal and academic success.

- These art-based projects reflect SVA's vision of developing future alumni who are service-oriented community leaders and stewards of Hopland's cultural and environmental heritage. By engaging students in projects that connect them to each other and their community, SVA continues to promote creativity, leadership, and collaboration, all vital to achieving its long-term mission.

- The Singing Tree Project, a school-wide mural project that began in the 21-22 school year blossomed into a new partnership in the Spring of 2023. Students had an opportunity to collaborate and create a school-wide chalk pastel project. This project incorporated three pillars into a community-wide learning and trust-building exercise. The mural project and the chalk pastel student-led project represented the hopes and dreams of our students.Throughout the project, students of all ages had opportunities to share their input and ideas, work together to solve interpersonal and creative problems. Self-awareness, belonging, and motivation to achieve are qualities that are all foundational to success in life and the above-described learning opportunities are meant to build towards SVA's vision of our future alumni: individuals who are service-oriented community leaders and stewards of Hopland's unique cultural and environmental heritage.

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- **Instructional strategies for students who are academically low achieving:**

  - SVA believes that both the confidence and the motivation to learn are fostered by providing the student with a curriculum appropriate for the student's current proficiency level and then adjusting the pace and rigor of learning to challenge and engage the student's full potential. In order to directly support low achieving students, credentialed teachers, familiesparent(s), and students collaborate to design a personalized learning portfolio and ensure that all students are growing and achieving. They use formal assessments and universal screening in addition to information from both the parent and the student about the student's history, attitudes, and interests; a learning plan is established to optimize the student's chance for success. When a student is identified as low achieving, families are notified and the SVA staff monitors progress through the Student Study Team (SST) process.

    Families are notified during parent teacher conferences, after our first

When students are struggling, teachers respond through interventions in the classroom. If more support is needed, academic tutoring is offered, and instructional support is provided. SVA has and continues to find new resources to use as supplemental resources for all students. In most cases supplemental instruction and academic support is provided through teacher created or curated resources designed for individual student needs. These include additional practice in core concepts, one-on-one instruction~~tutoring~~, behavior supports through PBIS, targeted iReady lessons, modified assignments, mixed-level peer learning groups, academic intervention and opportunities for real-world applications of difficult concepts.

One example of intervention from the 2023-24~~2-23~~ school year is during monthly staff meetings, teachers discuss students who need more interventions and they collaborate on strategies. From here, if a student is still struggling with academic concepts, behavior or emotional regulation, we have a Student Support Team meeting with the teacher, Principal, family and sometimes the student, so we can learn more about their experience~~learning~~, and build the home and school connection. At the meeting, we create goals for the student and family that may include ~~interventions such as incentivesdaily between home and schoolbreaks~~, visual schedules, reading supports, Universal Design strategies ~~or restating directions~~, and so on.~~and then~~ After~~schedule another meeting in about~~ 6-8 weeks, another ~~. During the next~~ meeting is scheduled, and the team analyzes the student's progress and decides if they need to come up with more support or if they are finding success. Some interventions may be for the ~~can include working with the~~ whole class, but more often individual and small group support is provided to help move students towards mastery of grade-level content, improved behaviors, and/or social-emotional engagement. Individual approaches are further described below.

○ Students are assessed through the iReady assessment program to identify their strongest learning modalities as well as grade levels of proficiency in reading, language usage, and key areas of mathematics. With the information from these assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests - a learning portfolio is established to optimize the student's chance for success.

Universal screening measures for all SVA students are the following:
1. i-Ready for grades Kindergarten through 6th grade
2. State Tests, including CAASPP
3. Curriculum-based assessments that are part of the student's instructional program
4. Teacher and parent observation, student work samples
5. Student Support Team meeting documentation
6. As a result, struggling students are quickly identified and targeted for academic intervention time~~supplemental instruction~~ and tier 2 support~~s~~. Whether the student is learning English as a second language, has an IEP or 504 plan, or is struggling with personal distractions, our team is able to provide additional support, and our schedule allows for daily academic intervention. SVA uses an

ongoing evaluation progress monitoring with i-Ready, which provides continuous feedback about the effectiveness of the instructional program and the student's achievement.

○ Academic assistance is offered both during and after school. As a small school, the principal, teachers and staff were able to quickly establish a strategy for providing supplemental academic support for all students in need both during the school day and during the first hour of our expanded learning program.

Overview of Systems of Support	
Tier 3: Intensive Remedial Interventions & Supports	
• Frequent progress monitoring • Individual intervention	Tier 3 supports included intensive remedial interventions and supports with the special education teacher who provides individualized supports and intervention, which is guided by data, individualized, and recursive.
Tier 2: Targeted remedial Interventions & Supports	
• Small targeted group interventions • Before and after school academic assistance classes • Leveled Literacy Interventions • English Learner Support	Academic assistance is offered before school for 30 minutes 4 days per week for grades 4-6th, and 30 minutes 4 days per week after school for K-3rd grade. Targeted intervention in the areas of literacy and math is provided daily using Phonics for Reading Curriculumusing the Phonics For Reading Curriculum in 30 minute blocks for 6-10 weeks at a time. Students are placed in fluid and flexible leveled groups based on their academic needs and immersed in skill building activities tied to those specific needs. The group focus alternates between literacy and math throughout the year, Group placement in literacy and math groups is determined both from iReady test results and teacher recommendations, with new groups being formed every 6-10 weeks. Teachers meet regularly to monitor

	progress if students need to move groups. Levels range from basic, developing levels to advanced levels, depending on student needs. Designated ELD groups are provided daily in 30 minute blocks, where all instruction is geared towards developing the English language.
Tier 1: Effective Differentiated Core Instruction	
● Academic interventions for students who can master the content with teacher support	Teachers plan their curriculum with a Universal Design for Learning approach, and use i-Ready assessments, authentic assessments and observations to determine who needs interventions and supports to master content. At the beginning of each year, teachers create a personalized learning portfolio with the student and family. This portfolio promotes self advocacy and deepens the partnership with the family. Teachers differentiate in many ways such as creating tiered assignments, offering self directed assignments and group projects, and we use a project based learning approach 4 days per week in the afternoons. Teachers collaborate to analyze the iReady data from our trimester assessments to inform instruction and planning throughout the year.and create intervention groups for academic interventions. Our intervention teacher uses Phonics for Reading for the students attending rotating intervention groups. planning throughout the year. In addtitionAlso, our team understands that meeting the needs of the whole child and partnering with their family will improve student learning outcomes.
Tier 2: Targeted Enrichment Interventions & Supports	

● Individual or small groups of students who need extra support for appropriate challenges	Teachers analyze iReady and qualitative data to inform instruction, and when students are struggling with classroom learning and behavior expectations, we hold a meeting with the family, Principal and teacher. The Student Support Team (SST) is a partnership between the school and home. The purpose is for all team members to provide an equitable, positive, problem solving approach to assist students, families and teachers in developing effective solutions, identify instructional strategies, interventions and/or supports that may resolve or alleviate academic, behavioral or social-emotional needs. We provide an~~We are building an~~ SSTprocess ~~system~~ across our grades to monitor student learning and performance, with the intent of ensuring all students' needs are addressed. This whole child approach helps our team to develop plans to improve student outcomes. In addition, SVA has Student Support Specialists who plan alongside teachers for student supports. These specialists provide direct instructional support throughout the day, including running intervention groups.

- **Instructional strategies for students who are academically high achieving:**

  - Students who are academically high achieving are those who are working independently at a minimum of one grade level above grade-level standards. SVA believes that differentiation is the key to success with high achieving students. With this in mind, SVA teachers differentiate content, process, and expected product according to students' academic level and learning profile. High achieving students are provided with opportunities such as the next grade level's coursework, high-interest access to advanced personalized learning through iReady, ~~and~~ Project Based Learning~~Kahn Academy~~, and leadership opportunities such as ~~like~~ Student Leadership Club~~peer buddies~~, Playworks Coaches, School~~Culture Keepers, yearbook, student~~ announcements, and/or~~or~~ event planning opportunities. Students are encouraged to take on co- leadership roles and deep involvement in helping to design and plan their school~~these~~ opportunities. Some additional enrichment activities available during the school day include: weekly garden education, daily collaborative movement program, weekly reading buddies,

weekly library visits with librarian read alouds and more.

- **Instructional strategies for students who are in special education:**

  - SVA provides a program that serves the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, children with disabilities. SVA is committed to meeting the needs of students with exceptional needs, their familiesparents, and the staff members who work with the students with disabilities enrolled in our programs. Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education, in the least restrictive environment. SVA is committed to offering the full continuum of educational options to students with disabilities in the least restrictive environment that allows them to make progress in accordance with their unique circumstances. SVA has the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services.

  - SVA complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). SVA participates as a local educational agency ("LEA") in a special education local plan area ("SELPA") approved by the State Board of Education in accordance with Education Code Section 47641(a) and will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

  - In 2023-242-23, Shanel Valley Academy had 21 students receiving academic services and speech servicesby the end of year. Our model for providing services to students with special needs includes push-in, unless it is deemed inappropriate, like in the case of 1:1 speech therapy. Speech services were contracted and provided by a 3rd party called TinyEye. SVA partnered with Mendocino Office of Education as well as Mendocino County SELPA worked closely with MCOE to support professional development of the Special Education staff, and to support access to available services.

- **Instructional strategies for limited English proficient students:**

  - During the 2023-242-23 school year, SVA administered the ELPAC to 22 students. Of the 22 students, 4 students took the initial ELPAC, 2 students were reclassified, and 22 students were eligible for ELD services. SVA teachers are culturally responsive and use strategies that are specifically intended to develop the English language. Strategies are intended to target vocabulary development, reading fluency, reading comprehension, and include explicit English language development. Skills are taught explicitly through modeling, explaining, and using skills in context. Teachers include multiple opportunities for students to practice skills and strategies before

applying in authentic learning experiences such as developing a project.

- ○ The ELD curriculum is based on the California English Language Development Standards. The SVA instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. In addition, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school tutoring support. Personalized Learning Portfolios for each student (including EL's) are supported daily with online tools including i-Ready, RAZ Kids, Reading A-Z, and NewsELA.

  SVA follows all guidelines for reclassification procedures as outlined in the California English Learner Roadmap, and ELD is taught daily in designated time for a minimum of 30 minutes per instructional day in grades TK-6. The ELD schedule is organized by one of the Lead Teachers.

- ○ SVA meets all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. SVA also seeks robust engagement with EL families to support student success: this includes communication in languages represented in our community, and cultural considerations when scheduling events and school schedules.

- ○ SVA staff ~~will~~ continue to receive professional development in ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills. A focus on developing English language skills including academic language to support math, science and cultural learning opportunities defines SVA's ELD strategies.

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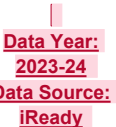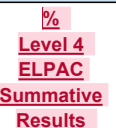**B.** **Measurable Student Outcomes**

In SVA's third~~second~~ year of operation, our goals included improving attendance and academics, as well as increasing family engagement. SVA hosted over 15 event ~~We went from having 3 events in our first operational year to hosting 10 events~~ in the 202~~3-24~~2~~-23~~ school year, continuing our~~thereby establishi~~ng annual traditions and events for our students and families. In addition, ~~our~~~~We continued to expand our active parent advisory committee and focused on~~ we continued to focus on staff development in the following areas: cultural responsiveness training, curriculum and instruction, restorative practices, positive behavior interventions and supports, finalizing~~inclusive training through the~~ the Welcoming Schools training to become a certified program.~~program~~. SVA continued ~~Additionally, we continued~~ to refine and enhance our teacher effectiveness, ELD supports, physical education approach, and attendance rates. During the 2023-24 school year we hired an intervention specialist to teach targeted groups using iReady curriculum to improve student literacy. Families and the community actively participated in our whole school Stone Soup Event, Fall Festival, Winter Sing Along, ~~and the~~ Cinco de Mayo Celebration and our first annual Spring Gala event. These continued traditi~~ns help us to continually build~~ns ~~lay the groundwork for building~~ trust and support~~ing~~ our goals to improve student outcomes.

As we conclude our third~~second~~ year, we recognize that there are still many areas in which we need to grow in the years ahead. The following data compares our baseline year with the second year in terms of academic performance, attendance, and community engagement. We take special pride in our culture and climate data, boasting a suspension and expulsion rate of <mark>0%</mark>, our ability to offer a broad course of study despite our small size, and our success in fully staffing our school with high-quality instructors and support specialists.

GOAL	METRICS	BASELINE	YEAR 1 OUTCOME	YEAR 2 OUTCOME	YEAR 3 OUTCOME	
1	% of core and EL teachers are properly credentialed and appropriately assigned	21-22	**100%** Data Year: 2021-22 Data Source: Local Indicator	**100%** Data Year: 2022-23 Data Source: Local Indicator	**100% Data Year: 2023-34 Data Source: Local Indicator**	
1	% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards,	21-22	**100%** Data Year: 2021-22 Data Source: Local Indicator	**100%** Data Year: 2022-23 Data Source: Local Indicator	**100% Data Year: 2023-24 Data Source: Local Indicator**	

	including ELD standards				
1	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	21-22	**100%** Data Year: 2021-22 Data Source: Local Indicator	**100%** Data Year: 2022-23 Data Source: Local Indicator	**100% Data Year: 2023-24 Data Source: Local Indicator**
1	% of students that have access to and are enrolled in a broad course of study	21-22	**100%** Data Year: 2021-22 Data Source: Local Indicator	**100%** Data Year: 2022-23 Data Source: Local Indicator	**100% Data Year: 2023-24 Data Source: Local Indicator**
1	Gauge that facilities meet the "good repair" standard	21-22	**Met** Data Year: 2021-22 Data Source: Local Indicator	**Met** Data Year: 2022-23 Data Source: Local Indicator	**Good Repair Data Year: 2023-24 Data Source: Local Indicator**
2	iReady Reading and Math: % meeting Fall to Spring growth target	21-22	**56%** Data Year: 2021-22 Data Source: iReady	**83%** Data Year: 2022-23 Data Source: iReady	**Data Year: 2023-24 Data Source: iReady**
2	EL Reclassification Rate	21-22	**0% Reclassification Rate** Data Year: 2021-22	**11% Reclassification Rate** Data Year: 2022-23	**0.00% Reclassification Rate Data Year: 2022-23**
2	ELPAC Summative: % of students improving a level	21-22	**4.55% Level 4 ELPAC Summative Results** Data Year: 2021-22 Data Source: DataQuest	**9.09% Level 4 ELPAC Summative Results** Data Year: 2022-23 Data Source: DataQuest	**% Level 4 ELPAC Summative Results Data Year: 2023-24 Data Source: DataQuest**

Commented [10]: How did get that percentage?

Commented [11]: @amy@shanelvalleyacademy.com where on the dashboard did you get the 9.09% last year?

2	ELA CAASPP Distance from Standard for all students and all numerically significant subgroups	21-22	**13.33% ELA CAASPP Results** Data Year: 2021-22 Data Source: DataQuest CAASPP ELA	**10.91% ELA CAASPP Results** Data Year: 2022-23 Data Source: DataQuest CAASPP ELA	**% ELA CAASPP Results Data Year: 2023-24 Data Source: DataQuest CAASPP ELA**
2	Math CAASPP Distance from Standard for all students and all numerically significant subgroups	21-22	**17.39% Math CAASPP Results** Data Year: 2021-22 Data Source: DataQuest CAASPP	**12.73% Math CAASPP Results** Data Year: 2022-23 Data Source: DataQuest CAASPP	**% Math CAASPP Results Data Year: 2023-24 Data Source: DataQuest CAASPP**
3	Suspension Rate for all students and all numerically significant subgroups	21-22	**Suspension Rate Update** 0% Data Year: 2021-22 Data Source: SIS	**Suspension Rate Update** 0% Data Year: 2022-23 Data Source: SIS	**Suspension Rate Update 1.33% Data Year: 2023-24 Data Source: SIS**
3	Expulsion Rate for all students and all numerically significant subgroups	21-22	**Expulsion Rate Update** 0% Data Year: 2021-22 Data Source: SIS	**Expulsion Rate Update** 0% Data Year: 2022-23 Data Source: SIS	**Expulsion Rate Update 0% Data Year: 2023-24 Data Source: SIS**
3	Average Daily Attendance Rate	21-22	**86.78%** Data Year: 2021-22 Data Source: P2	**91.27%** Data Year: 2022-23 Data Source: P2	**94.13%** Data Year: 2023-24 Data Source: P2
3	Chronic Absence Rate for all students and all numerically significant subgroups	21-22	**51.5% Chronic Absence Rate** Data Year: 2021-22 Data Source: P2	**32.6% Chronic Absence Rate** Data Year: 2022-23 Data Source: P2	**14.0% Chronic Absence Rate** Data Year: 2023-24 Data Source: P2

3	Family Survey response rate	21-22	**14%** Data Year: 2021-22 Data Source: Parent Survey	**13%** Data Year: 2022-23 Data Source: Parent Survey	**40.32%** Data Year: 2023-24 Data Source: CHSK~~Parent Survey~~	
3	Parent Survey: % indicating satisfaction with school safety	21-22	**80%** Data Year: 2021-22 Data Source: Parent Survey	**95%** Data Year: 2022-23 Data Source: Parent Survey	**34% Strongly Agree** **54% Agree** **Data Year: 2023-24** **Data Source: CHKS**	
3	Parent Survey: % indicating feeling connected to the school community	21-22	**80%** Data Year: 2021-22 Data Source: Parent Survey	94% Data Year: 2022-23 Data Source: Parent Survey	50% Strongly Agree 48% Agree Data Year: 2023-24 Data Source:CHKS	
3	Student Survey: % indicating satisfaction with school safety	21-22	**70%** Data Year: 2021-22 Data Source: Student Survey	**76%** Data Year: 2022-23 Data Source: Student Survey	**3rd Grade: 71%** **4th Grade: 45%** **5th grade: 65%** **Data Year: 2023-24** **Data Source: CHKS**	
3	Student Survey: % indicating feeling connected to the school community	21-22	**73%** Data Year: 2021-22 Data Source: Student Survey	**80%** Data Year: 2022-23 Data Source: Student Survey	**3rd Grade: 56%** **4th Grade: 60%** **5th grade: 59%** **Data Year: 2023-24** **Data Source: CHKS**	
3	Teacher survey: % indicating satisfaction with school safety	21-22	**90%** Data Year: 2021-22 Data Source: Teacher Survey	**82%** Data Year: 2022-23 Data Source: Teacher Survey	**50% Strongly Agree** **46% Agree** **Data Year: 2023-24** **Data Source: CHKS**	
3	Teacher survey: % indicating feeling	21-22	**90%** Data Year: 2021-22 Data Source:	**76%** Data Year: 2022-23 Data Source:	**40% Strongly Agree** **60% Agree** **Data Year:**	

Commented [12]: I could report this as 96%??

			Teacher Survey	Teacher Survey	**2023-24** **Data Source:** **CHKS**	
3	# of community engagement events	21-22	**3** Data Year: 2021-22 Data Source: Local Data	**10** Data Year: 2022-23 Data Source: Local Data	**12** **Data Year:** **2023-24** **Data Source:** **Local Data**	

The top of the first cell reads "connected to the school community".

- **Description of progress towards measured student goals:**
  - ~~1.~~ Included in the goals that were met in 2~~3-24~~3-23 SY were ~~zero~~ low suspension rate, zero ~~s and~~ expulsions, the adoption of fully aligned CCSS and ELD content standards, ELA and Math Curriculum, and access to a broad course of study. iReady Reading and Math growth also increased YOY~~, in addition to a 11% EL reclassification rate.~~ Parent and Teacher engagement increased, and we chose to use the California Healthy Kids Survey for students, families and the staff. We saw an increase from 13% to 40% in response rate to family survey, and our chronic absenteeism rate fell from 32.6% to 14%!~~satisfaction in school safety and connectedness increased, as did the percentage of students who reported a positive school climate that feels connected.~~ The growth areas indicated in our 2~~3-24~~3-23 data include ~~academic growth,~~ average daily attendance rate, parent safety and engagment rates, and growth in school-wide events to keep building a strong school community.~~EL reclassification, and students feeling greater connection to our school.~~
  - ~~2.~~1. Students took the CAASPP and ELPAC. Pupil achievement was measured by statewide testing and for EL's, the ELPAC. Even though achievement targets were not met, we see growth in student learning. Standardized testing is still an area for continued improvement.
  - ~~3.~~2. SVA's average daily attendance rate increased from 91.27% to 94.13% in the 23-24 school year. SVA's chronic absenteeism rate decreased from to 32.6% to 14%. SVA is proud of the continued progress in this area, and identified the following areas as focuses and areas of improvement:

Challenges	Identified	Building Systems of Support
Cultural Holidays Not Reflected in SVA Calendar	Community Schools Needs Assessment Suggestions	School year calendar development will include seeking feedback from all significant student groups at SVA
Transportation	Fall 2024~~2023~~ Community Needs assessment	SVA will continue to seek funding, reimbursement and grant programs to accomplish our goal of providing transportation for all students in need. The Hopland Band of Pomo Indians Education Department continues to provide transportation for students which is a tremendous support to SVA.
Family~~Parent~~ Support	Attendance Data, Community Schools Needs Assessment, Interviews with Local Partners	Family ~~Parenting~~ support conducted with cultural humility continues our efforts to uncover root causes, and provide comprehensive supports to address limited access to local health and wellness supports for families.
Student Support	Student Survey	SVA believes in building trusting

		relationships with every student across the grades. Each morning students are greeted with warmth and recognition for coming to school and we offer universal access to school meals. SVA provides inclusive and engaging learning opportunities, extending the same approach into a robust Expanded Learning Program offered daily. SVA ensures our students are physically and emotionally healthy and safe, as well as became a Certified. Our staff is trained in Welcoming Schools, training a program that embraces family diversity and prevents bias-based bullying. We are building a community-oriented school where all students feel a sense of belonging and receive wrap-around supports. Ensuring students feel safe and want to attend school everyday is a top priority for SVA.
High rates of childhood illness	Parent interviews, phone calls and focus groups	Hand-washing hygiene is taught and encouraged in all classrooms, masking is encouraged when symptoms are present. Organizing wellness fairs including wellness checks and dental clinics twice per yearr began in the Spring 2023. Lice treatment has been offered on campus since Fall 2022. Laundry machines are available for families in need. Community Schools Implementation Grant funds will continue to focus on these types of comprehensive supports.
Attendance systems	Attendance data observation	Office processes and procedures improved with training for the attendance secretary to build capacity around independent study requirements and processes, including effective family communication and engagement plan, with the support of site administrators. Attendance team includes Principal, Counselor, Family Liaison and Teachers. Attendance initiatives include classwide improvement parties and school-wide acknowledgements, as well as building relationships with each family.

This table provides more detail about our minimum standards for observation and assessment for each assessment tool:

ASSESSMENT TOOL	MINIMUM STANDARD

CAASP, CAST, ELPAC and PFT	Determined by CDE
Personalized Learning Portfolio's	Aligned with "I Can" standards (based on CCSS)
Daily or weekly Assignment Record	Lists daily lessons and independent work in a way that is clear and concise: details, and frequency varies by grade level
Teacher created rubrics, Personal spelling dictionary, journals, science notebooks, and math notes	80% complete, clearly demonstrates time spent exploring key concepts and practicing relevant skills
Assessment and Observation	Comparison to previous work or behavior used to determine lessons needed, learning strategies, or development
iReady Performance Assessment	Grade level progress and growth targets
Exhibition of Learning	80% of point total on a point based rubric, or competency equivalent on non-point scale
Progress Reports	Provides summative assessment and report of student progress, based on the "I Can" standards (CCSS). Grade level promotion is based on adequate (60%) progress and growth determined by a combination of the assessment methods described above

The next chart shows a broad overview of grade level benchmarks that students are expected to meet to progress to the next grade level. At SVA we design mixed grades and age-level groupings to maintain flexibility and the ability to best meet student needs. While each grade has clearly articulated grade level milestones and standards reflected on SVA's triannual progress reports and personalized learning portfolios, the following progression represents a broad overview of the phases of growth expected of SVA students as they progress through the educational program.

Grade span progression based on CCSS[1], NGSS[2] and CASEL[3]			
Grade-span	ELA	Math	Project-Based Learning
TK-K progression	TK and Kindergarten are a two year progression of full-day programming with a slightly shorter school day, as is developmentally appropriate. TK students also have access to expanded learning programming until 5:30~~6~~ pm each day as needed, but follow a modified program that includes a rest period. SVA's TK		

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[1] https://www.cde.ca.gov/re/cc/

[2] https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp

[3] https://www.cde.ca.gov/ci/se/tselcompetencies.asp

	program focuses on productive play, building community, integrated support for acclimating to school and social learning, internalizing routines, basic self-care skills, and growing a sensory understanding of the world and its varied phenomena. Culture and community are also key focuses of our TK-K programs and upper grade "buddies" are paired early in the year.		
TK	TK students engage with books in varied ways including growing literacy and comprehension skills. the can include the following: Ask and respond to questions relevant to text read aloud Make inferences and predictions about text Show understanding by responding appropriately Use language for different purposes Use a wide variety of words to label and describe people, places, things, and actions Combine sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning	Recognize and compare heights or lengths of people or objects Informally recognize and compare weights of objects or people Use language to describe concepts associated with the passing of time Sort objects that are the same and different into groups and use language to describe how the groups are similar and different Collect data and organize it in a graphic representation Count to 100, recognize numbers, shapes and patterns in the classroom and external world, sort shapes and objects in logical groupings, compare numbers, shapes, and objects.	Observe, investigate, describe, and discuss the characteristics of the world around them Identify, observe, and discuss objects in the sky demonstrate effective verbal and nonverbal communications skills Increasingly interact and communicate within pretend play scenarios Initiate problem-solving strategies and seek adult help when necessary Demonstrate empathy and caring for others Demonstrate an understanding that others have perspectives and feelings that are different from his/her own Use art as a form of creative self-expression and representation Describe their own work
K-2	Starting in kindergarten SVA students engage in new and challenging literacy experiences as they develop skills and knowledge under the California Common Core State Standards for English Language Arts/ Literacy. The standards are organized around four strands—Reading, Writing, Speaking and Listening,	The California Common Core State Standards for Mathematics are based on three major principles: focus, coherence, and rigor. There are two types of standards—the Standards for Mathematical Practice and Standards for Mathematical Content— that together define the mathematics students	Set and work toward personal and academic goals Ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures Produce drawings; paintings; prints;

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	and Language—which define what students are expected to learn by the end of each grade. Growing phonemic awareness, increasing vocabulary, and learning to read is critical for students at this time, but learning also focuses on three new emphases: (1) more exposure to content-rich informational texts; (2) developing opinions using evidence from books; and (3) engaging in group and individual reading activities around more complex texts and practicing with new vocabulary. Embedded within the curriculum are Mathematical Language Routines to support academic language development for all learners. These routines also provide opportunities for English Learners to engage in the specialized academic language demands of reading, writing, speaking, listening, conversing, and representing in math.	need to understand, know, and be able to do at each grade level. Mathematical content in grades K-2 includes composing and decomposing numbers, adding, subtracting, and basic algebraic concepts, sorting shapes and objects into increasingly complex groupings, solving equations, demonstrating understanding of foundational mathematical, geometric and logical thinking skills, developing a "math mindset" that is curious and confident to seek solutions to problems with logic, and critical thinking. In grades K-2 Math vocabulary and practice is developed through the process of actively exploring and learning mathematics. Students make sense of mathematical concepts using informal language before academic terms are introduced. Students practice these concepts in traditional (worksheets, and manipulatives) and non-traditional ways (projects, collections, "big ideas")	sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials. Sing or play a varied repertoire of music such as American folk songs, and other folk songs representative of local and world cultures independently or in groups. Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events describing the characters, their relationships, and their surroundings.
3-5	Students engage in new and challenging literacy experiences as they develop skills and knowledge under the	At SVA, Students learn to "do math" through real-world situations and focus on increasingly complex topics that are	Connect grade level appropriate science concepts with the history of science, science careers, and contributions

	California Common Core State Standards for English Language Arts/Literacy. Students in grades three through five build on their foundational reading skills by improving their reading fluency and decoding longer and more difficult words, and by using increasingly complex academic language and rhetorical strategies. Learning also focuses on three new emphases: (1) more exposure to content-rich and varied informational texts; (2) developing and writing opinions using evidence from books and other text resources; and (3) engaging in group and individual reading and research activities centered on more complex texts with new vocabulary. Research skills are also emphasized across content areas supported by research projects that increase in scope and standard as the grades progress.	connected in a coherent progression within and across grade levels. In grades three through five, student learning focuses on the concepts and skills for multiplication and division of whole numbers and understanding fractions. learn strategies for using multiplication and division to solve problems. Students also learn to add, subtract, multiply, and divide fractions using various strategies. They will be able to explain why a procedure works and why an answer is correct. Explorations with data collection and analysis also develop in these grades, and students are encouraged to conduct studies that relate to big ideas and mathematical concepts that build competency in critical thinking and logic. using averages, mean and median calculations is related to real-world interests and opportunities for learning these skills are integrated into Projects at SVA.	of scientists Explore ideas from history and connect them to life experiences about self, peers, family, school, or community Create compositions using the elements of art and principles of design; and produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials. Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization; plan dramatic play Set and work toward personal and academic goals. Ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Define problems that affect self and the community, and propose creative solutions.
6	Students engage in new and challenging literacy experiences with more	Students move from arithmetic to algebra. Learning focuses on ratio	SVA sixth-graders are school-wide leaders, reading buddies,

	depth and deeper critical thinking expectations as they develop skills and knowledge under the California Common Core State Standards for English Language Arts/Literacy. SVA learning goals continue to be designed around four strands—Reading, Writing, Speaking and Listening, and Language, and a greater emphasis on making real-world connections to current events, history and science is expected at this level. Using evidence to support claims is a key skill demonstrated in writing at this level. In grades six students progress through specific literacy standards in history/social studies, science, and technical subjects for the strands of reading and writing. Learning also focuses on three new emphases: (1) building knowledge through content-rich informational text that incorporates student interest and real-world applications of learning across disciplines; (2) reading, writing, and speaking grounded in evidence from different texts, both literary and informational; and (3) engaging in group and individual reading and research activities centered on more complex texts. Vocabulary expectations include developing academic language, and applying it in a variety of contexts	and proportional reasoning applied to real-world problems and quantitative relationships, leading to the notion of functions by grade eight. By the end of grade six, students are expected to be fluent with multi-digit division and calculations with multi-digit decimals. The ability to understand and apply statistics, probability, ratios and proportional relationships are also key skills expected of sixth-graders.	independent thinkers and problem-solvers. By the time they reach this grade level, students are expected to be able to discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort. Related to projects and integrated learning opportunities, Sixth-graders will be able to: 1. Compare and contrast personal core principles with personal behavior. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work. 3.Research and report on scientists, historical figures and periods of history. 4.Communicate opinions, complex ideas and questions effectively. 5.Define problems or issues in their own lives and the greater community, and use data-informed decision-making to ground claims and opinions.

	including speaking and writing.		

- SVA's academic focus is on core content mastery in ELA and Math, as well as an integrated approach to teaching science, social studies, the arts and life-skills that includes direct instruction, collaborative projects, school-wide events and Project Based Llearning exhibitions, and opportunities to engage with the community through events and field trips. The SVA bell schedule and staffing strategies were originally designed to allow for a deep focus on core instruction in ELA and Math supported by an integrated project-based curriculum built around student interests, strengths and grade-level standards.

- In the 2023-242-23 school year, teachers collaborated on refining the student learning portfolios using the core values of our strengths-based approach to educating students. During the 23-242-23 year, SVA focused on improving the school-wide benchmarks and learning goals with the aspirational vision of developing students who can be described in the following way.

- **Portrait of an SVA Alumni**: We envision SVA students to be prepared to meet the challenges of their future both academically and socially. With the strength of a caring community, awareness of collective and individual strengths, problem-solving skills and the freedom to imagine future possibilities, SVA alumni will bring curiosity, caring, and a collaborative mindset to any future learning or work setting they encounter. SVA students enrich the Hopland community, their families, and the surrounding community through joyful continuous learning, service, leadership and stewardship.

C. The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured

- **Description of how data was collected, analyzed and used to improve charter school program:**

- SVA complies with state requirements for participation and administration of all state-mandated tests, in order to develop targeted goals and outcomes that best fit the needs of each and every student. Formal and informal, as well as summative and formative, assessments are built into the curriculum at every grade level and in every classroom at SVA.

- Each assessment in the table below produces quantitative and qualitative data that teachers use to track and use to guide their instruction and curriculum in the applicable grade level.

- Data is collected by way of standardized test reports, formal and informal assessments, and regularly collecting qualitative and quantitative data regarding student experience and engagement. Expected outcomes are listed in more detail in section B, above.

- Frequent, relevant and actionable assessments are an important part of our instructional model at SVA, and equally important are assessment and observation strategies for staff and school leaders. We continue to refine our systems and processes, and will continue to develop a robust and supportive evaluation and assessment system for students, staff and school leadership that is aligned with our mission, vision and values.

- In the 202~~3-24~~3-~~2~~23 school year, SVA hired an Intervention Specialist to support our teachers and students through targeted groups for literacy development. The ~~SVA's teaching~~ team conducted a comprehensive data analysis to assess results and identify problem of practice areas to improve student outcomes.~~areas for instructional improvement~~. This analysis helped determine which students required targeted ~~small group~~ intervention groups~~struction~~ and which students would benefit from after-school academic interventions with our credentialed teachers. Our primary assessment tools for this purpose were iReady data, supplemented by observations and individual progress monitoring of our Tier 2 and 3 students. In conjunction with this approach, we also developed a framework to support students in areas such as behavior, social-emotional well-being, and academic growth. This framework emphasized building strong partnerships with families. To facilitate this process, we established a formalized meeting calendar for Student Supports, which allowed the team to identify and address instructional, behavioral, and social-emotional support needs within the classroom. This calendar also enabled us to develop a systematic approach to identify student needs across grade levels. The student support team members provided various perspectives on individual students, generating ideas and interventions to assist them. Subsequently, the team formulated an action plan and reconvened every 2-3 months to assess the effectiveness of the supports and determine if new strategies were required. Throughout this process, family partners were consistently informed and encouraged to actively participate in the decision-making and support mechanisms. This approach aligns with California's education guidelines and regulations.

- **Evaluation Methods, Purpose, Applicable Grade Levels, and Frequency**

Evaluation Method	Purpose	Grade Level(s)	Frequency
CAASPP - Smarter Balanced Assessment Consortium	Measure student achievement in Common Core subject areas (ELA and Math)	3rd - 6th	Annually
SBAC - Interim Comprehensive Assessments	Determine students' base-level mastery in Common Core subject areas	3rd - 6th	Upon student enrollment
SBAC - Interim Assessment Blocks	Assess student progress in more specific content areas	3rd - 6th	As needed to determine direction of instruction
California Science Test (CAST)	Measure student achievement in Science using state-defined criteria	5th	Annually
EL	Identify, assess and reclassify students as they progress through stages of English Language development	TK-6	As needed to align with district/state mandates, or to inform direction of instruction
Reading	Identify potential interventions needed in the area of literacy	TK-6	Annually or as needed to determine instruction

Physical Fitness Test	Comprehensive state-mandated exam for Physical Fitness	5th	Annually (and upon student enrollment)
Charter-designed rubrics, progress reports, and report cards	Assessment of student achievement, effort, and social/behavioral development	TK - 6th	Quarterly
Teacher-created rubrics and Assessments for performance-based tasks and projects	Determine standards mastery and progress toward goals outlined in personal Learning Plans and IEPs (as applicable)	TK - 6th	Upon completion of each unit or project
Writing Rubrics	Assess mastery of grade-level writing skills and standards	TK - 6th	Weekly, monthly, and/or quarterly (depending on student and grade level)
Intermittent online assessments through iReady	Interim reinforcement of specific subject matter and standards relative to current units/projects	TK - 6th	As needed during unit/project progression

- **CAASPP Results:**

  - The graph below depicts SVA's CAASPP results from the 2023-242-23 school year. As it was the second year after the pandemic, many of our students struggled to meet grade-level standards, which is evident in both state and national student achievement data.

  - During the thirdsecond year of our school's operation, we hired a school counselor, three general educationnew teachers, including an inervntion specialist, several new support staff and a Community School Director.and a new principal. Such changes brought about challenges that included establishing new systems of communication, shifting roles and responsibilities, and fostering a new team culture. We also had to ensure instructional consistency across all grades with the introduction of new teachers, mentorships, and ensure partnerships were solid between the teaching staff and support staff.

  - The learning gaps that many of our students experienced from the first year are still apparent in our CAASPP results. In English Language Arts (ELA), 12.07only 10.91% of SVA students met or exceeded the standards, an increase of 2.6% from last year. In Math, approximately 6.893.64% met or exceeded the standards, with a decrease of approximately and nearly 9.09 6% met them. Nearly 70% of our students are not considered proficient in ELA and Math. Our plan to improve outcomes in this area is to continue our attendance initiatives, individualized supports, targeted intervention, and a focus on essential skills. We are still guiding a community of learners through the aftermath of the pandemic.

  - The results from the 2023-242-23 school year provided insights for us to focus on areas of improvement, including accelerating instruction in core subject areas through intervention, expanding access to high-dosage tutoring and targeted interventions, individualized supports, robust attendance initiatives for families and students, offering behavioral support for students,., focus instruction on essetial skills, and increasing access to strategies to help families address barriers with school.

  - SVA is encouraged by some of the progress seen year-over-year in our largest grade sample. In the 23-2422-23 54th grade class, the percentage of students not meeting the standard in ELA dropped from 70% in 21-22, to 58%, to 55% in 23-242-23, showcasing a 12% improvement over time with a group that did not receive in person Tk, K, 1st grade instruction during the pandemic . Most impressively, the percentage of students meeting the standards jumped from 5% to 23% in the past three years. The positive momentum was not limited to ELA. In Math, where the challenge was equally daunting in 2021-2022, similar strides were made. Those approaching the standards climbed from 15% to 27% in the past 3 years. We recognize the need for targeted math intervention And students meeting the standards improved from 15% to 16.67%.

  - Despite the challenges posed by these test results, SVA remains committed to utilizing this situation as an opportunity for growth and learning. SVA went into Comprehensive School Improvement (CSI) status for the 23-24 school year, and we approach this condition as an opportunity to utilize the support from the state to improve outcomes for our students in the 2023-24 school year. Our team spent the
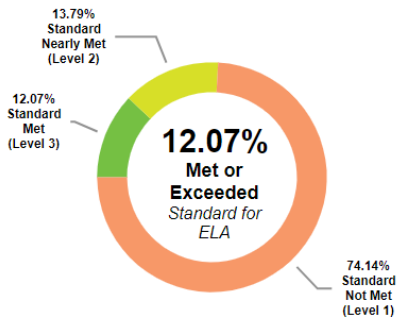
year collaborating and producing a CSI plan that includes professional development in project based learning, academic instruction, cultural sensitivity, inclusion and hiring an intervention specialist. Fundamentally, SVA ~~will~~ harness~~ed~~ the collective wisdom and expertise of its school leaders, teachers, coaches, support from the District and MCOE, and available consultants in our quest for improvement.
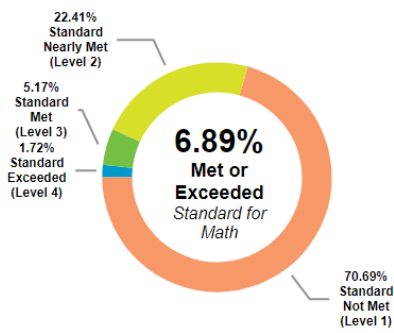
CAASPP Results

ELA
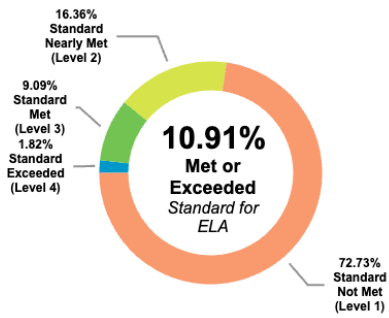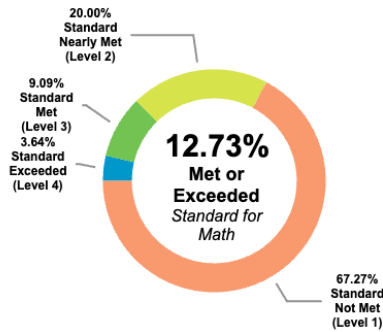
Percent of students within each achievement level

13.79%
Standard
Nearly Met
(Level 2)

12.07%
Standard
Met
(Level 3)

12.07%
Met or
Exceeded
Standard for
ELA

74.14%
Standard
Not Met
(Level 1)

Mathematics

Percent of students within each achievement level

22.41%
Standard
Nearly Met
(Level 2)

5.17%
Standard
Met
(Level 3)

1.72%
Standard
Exceeded
(Level 4)

6.89%
Met or
Exceeded
Standard for
Math

70.69%
Standard
Not Met
(Level 1)

ELA

Percent of students within each achievement level

16.36%
Standard
Nearly Met
(Level 2)

9.09%
Standard
Met
(Level 3)

1.82%
Standard
Exceeded
(Level 4)

10.91%
Met or
Exceeded
Standard for
ELA

72.73%
Standard
Not Met
(Level 1)

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

20.00%
Standard
Nearly Met
(Level 2)

9.09%
Standard
Met
(Level 3)

3.64%
Standard
Exceeded
(Level 4)

12.73%
Met or
Exceeded
Standard for
Math

67.27%
Standard
Not Met
(Level 1)

VIEW MATH DETAILED TEST RESULTS

CAASPP YOY Improvement ELA

Reporting Categories	Grade 3 (2021–22)	Grade 4 (2022–23)	Grade 5 (2023–24)
Mean Scale Score	2333.0	2385.3	2425.6
Standard Exceeded (Level 4) ⓘ Percentage of students by grade for level	0.00 %	0.00 %	0.00 %
Standard Met (Level 3) ⓘ Percentage of students by grade for level	5.00 %	12.50 %	22.73 %
Standard Nearly Met (Level 2) ⓘ Percentage of students by grade for level	25.00 %	29.17 %	22.73 %
Standard Not Met (Level 1) ⓘ Percentage of students by grade for level	70.00 %	58.33 %	54.55 %

Commented [15]: improvement in level 3

- Detailedue to student privacy, the only grade that displays detailed test results overtimefor those enrolled in is those enrolled in 54th 5th grade in the 23-242-23 school year..

CAASPP YOY Improvement Math

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Reporting Categories	Grade 3 (2021–22)	Grade 4 (2022–23)	Grade 5 (2023–24)
Mean Scale Score	2325.6	2400.2	2397.2
☐ Standard Exceeded (Level 4) ⓘ Percentage of students by grade for level	0.00 %	0.00 %	0.00 %
☐ Standard Met (Level 3) ⓘ Percentage of students by grade for level	15.00 %	16.67 %	0.00 %
☐ Standard Nearly Met (Level 2) ⓘ Percentage of students by grade for level	15.00 %	25.00 %	27.27 %
☐ Standard Not Met (Level 1) ⓘ Percentage of students by grade for level	70.00 %	58.33 %	72.73 %

Reporting Categories	Grade 3 (2021–22)	Grade 4 (2022–23)
Mean Scale Score	2325.6	2400.2
☐ Standard Exceeded (Level 4) ⓘ	0.00 %	0.00 %
☐ Standard Met (Level 3) ⓘ	15.00 %	16.67 %
☐ Standard Nearly Met (Level 2) ⓘ	15.00 %	25.00 %
☐ Standard Not Met (Level 1) ⓘ	70.00 %	58.33 %

- Detailed ue to student privacy, the only grade that displays detailed test results overtime for is those enrolled in 54th grade in the 23-24 school year2-23 school.
-

- California Science Test Results:
- The graph below depicts SVA's CAST results from the 2023-24 school year. We recognize that many of our students struggled to meet grade-level standards. We plan to shift our instruction to align with the NGSS across the grades and make use of the training and practice tests provided for our school.

Science

Percent of students within each achievement level
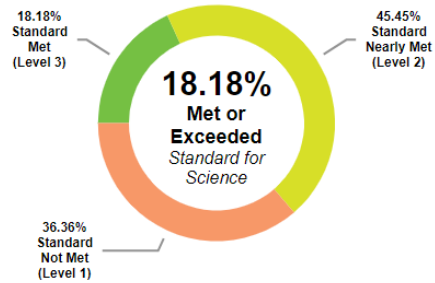
18.18%
Standard Met (Level 3)

45.45%
Standard Nearly Met (Level 2)

18.18%
Met or Exceeded
Standard for Science

36.36%
Standard Not Met (Level 1)

Standard Exceeded (Level 4) is 0.00%

- ~~Due to student privacy, less than 11 students were tested and results were not made public.~~

- iReady Final Reading & Math Diagnostic Growth Report
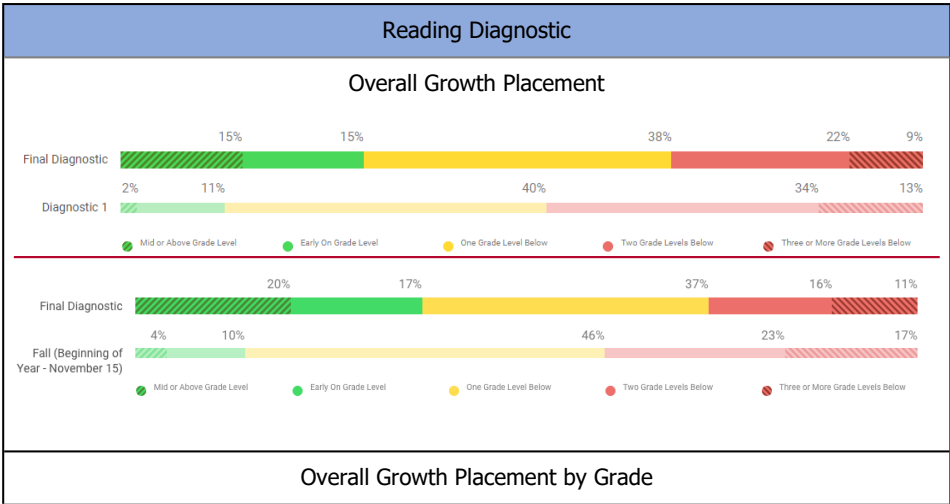 Our teachers use iReady for intermittent assessments, measuring student progress in ELA and Math three times per year. Students are assessed at the beginning of the year during the initial placement window, at the end of the first trimester, second trimester, and at the end of the year. Teachers use the initial placement to create personalized, targeted instruction and work with the intervention specialist to determine targeted groupings each trimester. Students who are one grade level or more behind have larger growth benchmarks to help them catch up. SVA staff analyze the diagnostic data by looking at growth and proficiency to make informed instructional decisions to help all students move toward proficiency. Students are also assigned lessons targeted towards their individual growth areas, and we had positive feedback from students and teachers about the ease of use and student experience.

The tables below depict diagnostic growth from the beginning of the 2023-24 2022-2023

school year and the end of the school year.

Reading Diagnostic

Overall Growth Placement

	15%	15%	38%	22%	9%

Final Diagnostic

2%	11%	40%	34%	13%

Diagnostic 1

● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ● Three or More Grade Levels Below

20%	17%	37%	16%	11%

Final Diagnostic

4%	10%	46%	23%	17%

Fall (Beginning of Year - November 15)

● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ● Three or More Grade Levels Below

Overall Growth Placement by Grade

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Grade		Overall Grade-Level Placement	◉	●	●	●	◉	Students Assessed/Total
	Diagnostic 1		0%	20%	80%	0%	0%	
Grade 1	Final Diagnostic		31%	6%	63%	0%	0%	16/20
	Diagnostic 1		6%	13%	75%	6%	0%	
Grade 2	Final Diagnostic		8%	17%	50%	25%	0%	24/25
	Diagnostic 1		0%	8%	50%	42%	0%	
Grade 3	Final Diagnostic		0%	12%	41%	29%	18%	17/17
	Diagnostic 1		0%	6%	24%	47%	24%	
Grade 4	Final Diagnostic		0%	18%	45%	27%	9%	11/12
	Diagnostic 1		0%	0%	0%	64%	36%	
Grade 5	Final Diagnostic		9%	18%	23%	36%	14%	22/22
	Diagnostic 1		5%	18%	27%	32%	18%	
Grade 6	Final Diagnostic		0%	0%	25%	25%	50%	4/7
	Diagnostic 1		0%	0%	0%	50%	50%	

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Grade		Overall Grade-Level Placement	◉	●	●	●	⊘	Students Assessed/Total
Grade K	Final Diagnostic		60%	25%	15%	0%	0%	20/31
	Fall (Beginning of Year - November 15)		15%	25%	60%	0%	0%	
Grade 1	Final Diagnostic		7%	25%	68%	0%	0%	28/29
	Fall (Beginning of Year - November 15)		0%	4%	79%	18%	0%	
Grade 2	Final Diagnostic		7%	13%	47%	33%	0%	15/17
	Fall (Beginning of Year - November 15)		0%	7%	47%	47%	0%	
Grade 3	Final Diagnostic		0%	9%	9%	64%	18%	11/11
	Fall (Beginning of Year - November 15)		0%	0%	0%	55%	45%	
Grade 4	Final Diagnostic		30%	13%	30%	9%	17%	23/24
	Fall (Beginning of Year - November 15)		4%	22%	35%	17%	22%	
Grade 5	Final Diagnostic		0%	14%	29%	43%	14%	7/10
	Fall (Beginning of Year - November 15)		0%	0%	29%	29%	43%	
Grade 6	Final Diagnostic		9%	0%	27%	9%	55%	11/11
	Fall (Beginning of Year - November 15)		9%	0%	18%	18%	55%	

Math Diagnostic

Overall Growth Placement

Final Diagnostic: 14%, 16%, 38%, 20%, 12%

Diagnostic 1: 1%, 4%, 47%, 25%, 23%

Legend: ● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ⊘ Three or More Grade Levels Below

Final Diagnostic: 16%, 13%, 46%, 12%, 13%

Fall (Beginning of Year - November 15): 5%, 8%, 45%, 26%, 16%

Legend: ● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ⊘ Three or More Grade Levels Below

Overall Growth Placement by Grade

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⊗	Students Assessed/Total
Grade K	Final Diagnostic		82%	9%	9%	0%	0%	11/11
	Diagnostic 1		0%	9%	91%	0%	0%	
Grade 1	Final Diagnostic		25%	25%	50%	0%	0%	16/20
	Diagnostic 1		6%	13%	56%	25%	0%	
Grade 2	Final Diagnostic		4%	22%	52%	22%	0%	23/25
	Diagnostic 1		0%	0%	48%	52%	0%	
Grade 3	Final Diagnostic		6%	18%	35%	35%	6%	17/17
	Diagnostic 1		0%	6%	41%	29%	24%	
Grade 4	Final Diagnostic		0%	9%	36%	36%	18%	11/12
	Diagnostic 1		0%	0%	36%	0%	64%	
Grade 5	Final Diagnostic		0%	14%	36%	18%	32%	22/22
	Diagnostic 1		0%	0%	36%	14%	50%	
Grade 6	Final Diagnostic		0%	0%	0%	50%	50%	4/7
	Diagnostic 1		0%	0%	0%	50%	50%	

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade K	Final Diagnostic		55%	15%	30%	0%	0%	20/31
	Fall (Beginning of Year - November 15)		15%	25%	60%	0%	0%	
Grade 1	Final Diagnostic		10%	14%	69%	7%	0%	29/29
	Fall (Beginning of Year - November 15)		3%	7%	55%	34%	0%	
Grade 2	Final Diagnostic		0%	27%	53%	20%	0%	15/17
	Fall (Beginning of Year - November 15)		0%	0%	67%	33%	0%	
Grade 3	Final Diagnostic		0%	9%	27%	27%	36%	11/11
	Fall (Beginning of Year - November 15)		0%	0%	45%	36%	18%	
Grade 4	Final Diagnostic		13%	13%	39%	22%	13%	23/24
	Fall (Beginning of Year - November 15)		0%	9%	35%	26%	30%	
Grade 5	Final Diagnostic		13%	0%	38%	0%	50%	8/10
	Fall (Beginning of Year - November 15)		13%	0%	13%	25%	50%	
Grade 6	Final Diagnostic		9%	0%	45%	9%	36%	11/11
	Fall (Beginning of Year - November 15)		9%	0%	9%	27%	55%	

- In Summary: Our identified areas of growth in coming years include accelerating growth towards meeting grade-level standards, and continuing to build relevant curriculum and learning opportunities that align with student strengths, promoting achievement that our families and students can be proud of. Diagnostic and standardized testing is one metric we can use to inform instruction, and with targeted intervention, small student group instructions, the most actionable data we use is through progress reports and personalized learning portfoliosplans. This process continues to be refined and codified, and as we have more data in future years, we can better implement agile responses to student strengths and areas for academic growth.

- Overall ELA and math growth also show promising results, despite also showing that several students are still performing below grade level standard. A critical goal at SVA was is to improve student attendance, which we have done and will continue to do, and we are continuously improving our academic instruction and student behavior supports, as well as promoting consistent attendance to on improve student achievement. Our iReady results show improvement in each grade level group, though not with the broad impact we hope to see grow in coming years. We hope to show promising results as we see more years of data

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from students as our educators develop mastery around delivering instruction that aligns across the grades. There is still significant room for growth, and we will continue to implement a system of support for our struggling students.

D. Governance Structure of School Including, But Not Limited to, Parental Involvement

- Role of Parents/Guardians in the Governance and Operations of the School: Parents/Guardians are an integral part of SVA and their involvement is valued and encouraged. SVA welcomes family involvement and encourages volunteers to get involved in a variety of different ways, and as often as possible throughout each year.

    - The Parent Advisory Council (PAC) was established in November 2021. The Board of Directors created and approved guidelines to govern the PAC. Parent members must be elected by parents of students attending SVA. The committee shall include a broad representation of the parent population served by the school including socio-economic and ethnic groups represented in the school attendance area. Teachers, the principal and other school staff make up the other half of the committee. The PAC met monthly to support the school's program, teachers and fundraising efforts. All parents had an equal opportunity to participate. Parent meetings were held at 3pm and 5pm to ensure working parents could attend, and were kept to 1 hour to ensure students could still attend the Expanded Learning Program. For parents who could not attend in person, Zoom links were available for remote participation. They were integral in planning 43 community fundraising events and 87 school events.

    - In addition, family members have the opportunity to volunteer in the classrooms, on field trips, serve on school committees, work on school site needs and support fundraising efforts.

    - During the 2023-24 2023 school year, SVA established an English Learner Advisory Committee to better support the development of the school plan and provide input on programs and services for English learners. The ELAC met alongside the Parent Advisory Committee and collaborated on school events.

    - In the 23-24 23 school year, SVA joined the Community Engagement Initiative, a program to improve engagement through the established a Steering Committee set forth by the California Community School Framework. CEI goals are as follows Committee goals included guiding and overseeing the development of community schools initiatives including:

        - Building capacity in communities and school districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils.
        - Identifying effective models of community engagement and metrics to evaluate those models.
        - Developing effective peer-to-peer partnerships between school districts and county offices of education to deepen community engagement.
        - Improve community engagement statewide and incorporate practices that prove effective toward school district and county office of education continuous improvement efforts.
        -
        -

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- As a Community School, our goals continue to include guiding and overseeing the development of community schools initiatives in the following ways:

  Promoting Equity and Inclusion: The committee aims to advance equity by ensuring that all voices are represented and are heard.

  - Engaging Community Partners: The committee seeks to foster strong partnerships with local community organizations, and partners to create a collaborative ecosystem that supports students and their families.

  - Supporting Student and Family Well-being: The steering committee focuses on promoting the overall well-being of students and their families, including physical, mental, and emotional health. They aim to provide access to essential services that address the various needs of the community.

  - Data-Driven Decision Making: The committee emphasizes the importance of using data to inform their decisions and evaluate the effectiveness of community school initiatives. This approach helps in continually improving the framework.

  - Sustainability: Ensuring the long-term sustainability of community schools is a key goal. This includes securing funding, resources, and community support to maintain and expand the framework.

- Description of Governance Structure and how often the entity met:

  - Non-Profit Public Benefit Corporation:
    While SVA collaborates and works cooperatively with the Ukiah Unified School District, SVA operates as a separate legal entity, independent of the District, with the exception of the supervisory oversight by District as required by statute and other contracted services as negotiated between District and SVA. SVA is a direct-funded Charter School and operates as a duly constituted California nonprofit public benefit corporation, governed by the California Corporations Code and SVA adopted bylaws (consistent with SVA Charter and the MOU). As provided in the California Corporations Code, SVA is governed by its Board of Directors.

  - Non-Profit Board of Directors:
    Pursuant to SVA Charter and Bylaws, SVA is governed by a Board of Directors (BOD). The BOD has the power to determine its working parameters, as circumstances require, including the creation of committees as the need arises. The BOD has a strong commitment to obtaining broad-based community input on policies and issues. The BOD seeks, welcomes and appreciates all forms of communication regarding issues and challenges facing SVA. Time is set aside at each Board meeting for public comment. The BOD and its members have a legal, fiduciary responsibility to protect and promote the well-being of SVA. The BOD is composed of a cross-section of the school community and the community at large, including parents, professionals and community leaders.

    - Founding Board of Directors: Amy Frost, Melea Meyer, Carmun Kok, Sonny Elliott Jr., Kristian Valee, Leslie Barkley

- Board of Directors 2023-242 2023 SY: Amy Frost, Melea Meyer, Noshimom Merlin, Leslie BarkSonny Elliott Jr., Jessica Farfan, Bessie Glossenger

- Method for Selecting Founding Board Members: Shanél Valley Academy operates in accordance with its Board Bylaws. The school employs a process that involves identifying individuals with a commitment to the charter school's mission and vision. Prospective Founding Board Members are vetted for their expertise, skills, experience, and dedication to promoting academic excellence. The Bylaws stipulate that the selection process includes soliciting nominations from the community, conducting interviews, and assessing candidates based on their ability to contribute meaningfully to the governance and success of the charter school.

- Method for BoardMember Election/Appointment/Replacement:
  Shanél Valley Academy follows the process for the election, appointment, and replacement of Board Members, as outlined in the Board Bylaws. The bylaws specify that Board Members can be elected or appointed. The Bylaws provide a method of replacing Board Members in case of vacancies, outlining the steps for nominations, appointments, and approval. Members are vetted for their skills, experience, and dedication to promoting academic excellence. This includes considerations such as expertise, diversity, and alignment with the school's mission. This structured approach guarantees a continuous and smooth transition within the Board, maintaining a governance structure that is accountable, diverse, and aligned with the school's values.

- SVA Board Meetings:
  The Board of Directors meet monthly or more often to review and act on its responsibilities. All meetings are held in accordance with the Brown Act. SVA complies with the Public Records Act. The Charter School has adopted a conflict code which complies with the Political Reform Act Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code. A Board member shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest. The Board of Directors comply with Government Code Section 1090 in all regards. The BOD meetings are headed by the Board President, and the board members have varying terms. As long as a quorum exists as defined by the SVA Bylaws, measures voted on by the BOD may be passed with a simple majority of present members.

- Board of Directors Training:
  The BOD participates annually in training regarding board governance, Brown Act, and conflicts of interest rules. During the 2022-23 academic year board members received ongoing training on budgets, grant oversight, governance, and Brown Act. Per the MOU with UUSD, each member met the two hours of required training.

- Summary of Major Decisions/Policies Established by the Board of Directors During 2023-242 2023 School Year:

  1. Board Policies:
     - BP#2 Title IX Policy - 8/18/22
     - BP#4 Uniform Complaint Procedures - 8/18/22
     - BP#8 General Complaint Policy - 8/18/22

- BP#9 Staff & Student Interaction - 8/18/22
- BP#10 Financial Policies and Procedures- 12/14/23
- BP #11 Procurement Policy and Contract Bidding - 12/14/238/18/22
- BP #12 Acceptance of Gifts - 3/16/23
- BP #13 TK Credential Requirements 9/21/23Fundraising - 3/16/23

2. **Student Policies:**
   - SP#8 Administration of Medication- 6/27/242 Suicide Prevention Policy - 8/18/22
   - SP#3 McKinney-Vento Act Homeless Youth Education Policy - 9/8/22
   - SP#6 Education of Foster and Mobile Youth - 9/8/22
   - SP#12 Independent Study Policy - 9/8/22

3. **Accountability Documents:**
   - Funding Agreement with Charter School Capital - 8/11/22
   - 21-22 Unaudited Financials - 9/8/22
   - 22-23 CARS Application for Title Funding - 9/8/22
   - 21-22 Annual Report to UUSD - 10/29/22; 12/8/22
   - Board Resolution 12.22 - 12/8/22
   - Revised Bylaws - 12/8/22
   - Material Revision to Charter Petition - 12/8/22
   - First Interim Report - 12/20/22
   - School Wellness Committee- 3/28/2024
   - 21-22 Audited Actuals Report - 1/31/23
   - 2022-2023 SARC - 1/31/23
   - Comprehensive School Safety Plan - 3/16/23
   - 22-23 2nd Interim Report - 3/16/23
   - Board Resolution No. 05-23 - 5/31/23
   - ELOP Program Plan - 5/31/23
   - 2023-2024 LCAP - 6/30/23
   - 2023-2024 Annual Budget - 6/30/23
   - 2023-2024 EPA Spending Plan - 6/30/23
   - EdTec Contract Renewal - 6/30/23
   - Transportation Policy- 10/1623
   - Parent/Student Handbook- 10/16/23
   - PAC Handbook- 10/19/23
   - Annual Report- 11/20/23
   - Conflict of Interest- 1/18/24

4. **National School Lunch Program:**
   - SFA Food Vendor RFP - 2/23/23
   - Wellness Policy - 3/16/23
   - RFP Approval for Food Vendor - 6/20/23

- **Summary Data From the Annual California Healthy Kids Survey- Students, Families, StaffAnnual Student/Parent Satisfaction Survey:**

The climate survey conducted by SVA in the spring through CHKS provided valuable insights into students' perceptions of school safety and connectedness. The results highlight the general sentiment regarding relationships with teachers and other adults at the school. School connectedness, defined as students feeling a sense of belonging and attachment to their school, includes feelings of acceptance, respect, and support from peers and staff. High levels of connectedness lead to positive engagement, increased participation in school activities, better academic performance, and overall well-being, while reducing negative behaviors like absenteeism and disciplinary issues. Promoting school connectedness is essential for fostering a supportive and inclusive school climate.

Our results indicate that students feel connected to SVA, as evidenced by:

- 100% of students responded that "all the time," "most of the time," or "some of the time" they feel like they are part of the school. This is a significant indicator of the school's success in creating an inclusive and welcoming atmosphere.
- 91% of students responded that "all the time," "most of the time," or "some of the time" they feel close to people at SVA. This indicates positive relationships between students and school staff, showing that most students feel supported and valued.
- 95% of students responded that "all the time," "most of the time," or "some of the time" teachers and other adults at SVA believe they can do a good job. This highlights the encouraging and supportive attitude of the school staff, fostering a sense of confidence and capability among students.
- 95% of students responded that "all the time," "most of the time," or "some of the time" they feel like they are treated fairly by teachers.
- 90% of students responded "all the time," "most of the time," or "some of the time" they feel safe at school.
- 81% of our students responded that "all the time" or "most of the time," that they are given a chance to help decide school activities or rules.
- 91% of our students responded that "all the time" or "most of the time," teachers and other grown ups at SVA ask students about their ideas.
- 92% of our families responded that they "strongly agree" or "agree" that the school encourages me to be an active partner with SVA in educating my child.
- 98% of our families responded that they "strongly agree" or "agree" that they feel welcome to participate at SVA.
- 92% of our families responded that they "strongly agree" or "agree" that the school encourages me to be an active partner with SVA in educating my child.
- 80% of our families responded that they "strongly agree" or "agree" that SVA actively seeks the input of parents before making important decisions.
- 82% of our families responded that they "strongly agree" or "agree" that SVA school staff take parent concerns seriously.
- 98% of our families responded that they "strongly agree" or "agree" that SVA keeps me well informed about school activities.
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Overall, the data from the climate survey reveals a predominantly positive perception among students regarding their safety and connectedness at SVA. The school's efforts to foster a caring, supportive, and inclusive environment are evident, contributing to a positive school climate where students feel valued and part of the community.There is strong collaboration between families, teachers, and the Principal on the Parent Advisory Committee (PAC).

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  - Data from the parent survey shows that a vast majority (95%) of respondents reported that they feel that their children are safe at school, they feel connected to the community, and included in decision-making.

  - The employee survey showed 82% of employees who responded to the survey reported feeling safe at work, included in decision-making, and an important part of delivering high quality instruction in Math, ELA, project-based learning science, art and social studies.

  - Student survey showed 76% of students surveyed reported feeling safe at school, about 80% of students reported feeling connected to school.

  - Broad participation from a majority of our students (99%) and youth involvement in data collection is aligned with our collaborative, student-led approach to learning and leading.

  - In the 2024-253-2024 school year, our goal is to continuously improve the percentage of our students to feel safe and connected to school. We plan to keep building our multi-tiered systems of support, focus on student acknowledgements and youth voices through student leadership opportunities, the Community Engagement Initiative, and to engage our English Learner and Tribal families through shared decision making opportunities, transparency, es through events, shared leadership opportunities and and continuously building relationships. SVA intends to further integrate the EL family AC voices into the school community, and establish an Indigenous People's Advisory Committee to ensure all voices are represented in our community.

  - Also planned for the 2024-253-2024 school year is further development of the community schools vision, which is foundational to SVA and supported by the California Community Schools Partnership Program. SVA is excited to be part of the Community Engagement Initiative - a community of practice with statewide community school implementation grantees - which focuses on engaging all voices.

E. Qualifications to be Met by Individuals to be Employed by The School (State Priority 1)

- **Key staff positions and qualifications required:** Key positions at SVA include: The Principal, Business Manager, Attendance Secretary / Health Tech, Lead Teachers, Teachers, Special Education Teacher, School Counselor, Custodial/Maintenance, Food Service Manager and Coordinator, and Student Support Specialists. Additional positions were added through grant funds which include our Community School Director, Family Liaison, and Expanded Learning Program staff.

    - **Principal:**
    The Principal carries out the broad scope of educational policies and procedures established by the Board of Directors, and acts within the Board Delegation of Duties. The Principal supervises both instructional and non-instructional staff, and is responsible for implementing the mission and vision of SVA, its philosophies and practices. The Principal is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The Principal is responsible for ensuring compliance with all relevant federal, state, and local regulations, including but not limited to business operations, student programs and services, evaluations of staff, and day-to-day operations.

    Qualifications:
    - A Master's degree, with a minimum of 5 years of experience working with youth/adolescents
    - Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing
    - Previous administrative experience with charter schools or similar institution
    - Demonstrated leadership, decision-making and managerial skills
    - Knowledge and understanding of continuous Improvement, restorative and trauma responsive practices, personalized learning and progressive pedagogy
    - Bilingual proficiency in English and Spanish
    - Submission of necessary documents to complete personnel file, including 3 references, copy of transcripts, fingerprint and DOJ clearance, TB screening

    - **Operations/Business Manager:**
    The Shanél Valley Academy Charter School Business Manager is responsible for overseeing school operations and coordinating with the BOD and the back office provider to ensure timely reporting and compliance with fiscal regulations. The Business Manager develops recommendations regarding human resources policies and reports and makes such recommendations to the Principal. The Business Manager supports compliance-related reporting to meet requirements of state and federal funding such as SVA's MOU with UUSD, and oversees operations in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.

    Qualifications:
    - Bachelor's Degree, or higher degree, in Operations Management, Organizational Management, Business or related field, or applicable work experience
    - At least three years of demonstrated and successful record of prior employment in an operational capacity preferably in an educational environment, charter school experience a plus

- Knowledge of and experience with school facilities and relevant technologies
- Experience in bookkeeping and the use of accounting software
- Knowledge of relevant laws, regulations and charter authorizer requirements

- **Attendance Secretary / Health Tech:**
  SVA's Office Manager & Attendance Secretary / Health Tech is responsible for a variety of clerical duties, maintaining daily records of student attendance, preparing attendance reports, rendering first aid to pupils, and performing other administrative tasks.

  Qualifications:
  - Ability to learn and apply rules and policies concerning student attendance
  - Ability to understand basic technology platforms and systems, including use of computer applications, database, spreadsheets, and communication software
  - Knowledge and experience with school facilities and relevant technologies a plus
  - A.A. degree desirable
  - Clerical experience required
  - Commitment to continuous improvement and learning through professional development
  - CPR and First Aid Certified a plus
  - Ability to dispense medications to students
  - Bilingual English/Spanish preferred

- **Teachers:**
  Credentialed teachers are responsible for implementing the educational programs for all students while personalizing instruction to meet the needs of each individual student, and creating challenging activities consistent with the subject matter under study. Teachers will assess students throughout the year and vary the modes of instruction to the learning style of each student. Teachers will also be responsible for collaborating with other staff members, both within and outside their discipline/department.

  Qualifications:
  - BA or BS, minimum
  - State of California Teaching Credential
  - Meet school/state education requirements
  - Submission of necessary documents to complete personnel file, including 3 references, copy of transcripts, fingerprint and DOJ clearance, TB screening
  - Equity, Access, and Inclusion Statement

- **Special Education Teacher:**
  In our small, community school setting, our Special Education teacher will have close working relationships with local families. Attention to detail, cultural competency, and a demonstrated ability to work with families, teachers, paraprofessionals and the SVA principal to ensure optimal student outcomes and experience are essential skills for success in this role. The SVA Special Education Teacher is the case manager to special education students, provides direct services as needed, reviews progress for

each student, and follows all applicable laws regarding IEP and special education services.

Qualifications:
- BA or BS, minimum
- Holds a California Special Education Credential
- Meet school/state education requirements
- Ability to lead core teachers in meeting the needs of students with special needs.
- Submission of necessary documents to complete personnel file, including 3 references, copy of transcripts, fingerprint and DOJ clearance, TB screening
- Equity, Access, and Inclusion Statement

- ○ **SVA Student Support Specialists:**
  Student Support Specialists are integral to the design and implementation of SVA's instructional model of blended, personalized, place-based learning. SSS staff will be incorporated into the design and structure for school-wide professional learning and development, and will be valued members in the personalized learning support team for each student. Additionally, they will be supported to develop their strengths and personal or career goals with the support of a collegial and collaborative learning community.

  Qualifications:
  - Written and verbal communication
  - Ability to communicate and interact with youth and adults in a positive manner
  - Strong work ethic
  - Meet school/state education requirements
  - Submission of necessary documents to complete personnel file, including 3 references, fingerprint and DOJ clearance, TB screening
  - Bilingual (English/Spanish) preferred

- ○ **Food Service Manager:**
  This position entails serving meals to students that comply with the School Breakfast Program and National School Lunch Program. Duties include verifying and tracking food deliveries, cleaning kitchen areas and equipment, maintaining accurate meal counts for meals served to students, ability to meet all food safety policies and procedures.

  Qualifications:

  - Bilingual (English/Spanish) Preferred
  - Strong culinary skills
  - Food Handlers Permit and Other Relevant Certificate Requirements
  - Food service experience
  - Submission of necessary documents to complete personnel file, including 3 references, fingerprint and DOJ clearance, TB screening

- ○ **Custodian/Maintenance:**
  The Custodian/Maintenance staff is responsible for maintaining the safety and general cleanliness of the shared campus areas, both inside and out, including but not limited to the restrooms, yard, and offices, and following our school cleaning and maintenance policy, applicable laws and regulations.

  Qualifications:
  - Ability to perform maintenance tasks, including restroom cleaning, floor cleaning, minor repairs, lawn mowing and weed trimming
  - Ability to interact with people in a professional manner
  - Ability to perform physical tasks
  - Submission of necessary documents to complete personnel file, including 3 references, fingerprint and DOJ clearance, TB screening

- ○ **School Counselor:**
  Our SVA Counselor/SELS is responsible for supporting school-based implementation of positive school climate and culture initiatives, implementing Social Emotional Learning support for students, designing targeted supports for a diverse student population, utilizing data-based decision making to ensure increased outcomes of implementation, coordinating with the Principal, staff, parents, and students to implement non-punitive behavioral modification and harm reduction through implementation of a restorative practices program.

  Qualifications:
  - BA or BS, minimum
  - Hold a California PPS Credential or similar
  - Experience in a diverse educational setting working with elementary and middle school youth
  - Submission of necessary documents to complete personnel file, including 3 references, copy of transcripts, fingerprint and DOJ clearance, TB screening
  - Equity, Access, and Inclusion Statement
  - Submission of necessary documents to complete personnel file, including 3 references, fingerprint and DOJ clearance, TB screening

Grant funded positions include:

- ○ **Community School Director:**
  The Community School Director is invested in SVA's mission to restore education as the Heart of the Hopland community, to align existing resources within the school, and to develop our vision and mission further in collaboration with our community partners. In this role, the focus will be on assessing community needs through collaborative processes that engage our partners with empathy, cultural awareness and a demonstrated understanding of how implicit bias can affect decision-making.

  Essential Duties:
  - Manage Community School Vision and Implementation:
    - ○ Engage school community in collaborative vision setting and needs assessments
    - ○ Administer and implement results from program surveys to promote teacher, student, and parent voices, ensuring that regular feedback is

incorporated into planning and implementation of the Community School model
- ○ Manage action plans, oversee implementation of school community initiatives, and monitor program quality in collaboration with the principal, community liaison, business manager and Board of Directors
- ○ Serve as point person for new partnerships and relationships, ensuring new partner services align with the needs of the school community
- ○ Organize and lead the English Learner Advisory Committee

- ● Deliver Service & Ensure Impact:
  - ○ Assess needs and plan for full implementation of SVA's Whole School Whole Family (WSWF) model with a high degree of quality, including coordinating health screenings and other wrap-around services
  - ○ Make data-informed decisions to ensure tutoring, classroom support, Early Learning, Expanded Learning Opportunities programs, and school-wide initiatives align with the shared goals of the SVA community
  - ○ Ensure program goals are met with fidelity and quality
  - ○ Establish a family resource center on campus
  - ○ Provide professional development support for SVA staff and teachers around leadership opportunities within Community School initiatives, Whole Child Health and facilitating formal trainings as appropriate

- ● Establish SVA's Early Learning Center:
  - ○ Work with school leaders, teachers, parents and community partners to design and implement an Early Learning Center (ELC)
  - ○ Build relationships and mechanisms to effectively link community childcare and family support needs to SVA's goals and action planning including training, coaching and mentoring for ELC staff, families, teachers and school leaders
  - ○ Collaborate with SVA's Principal, Business Manager, MCOE, The Hopland Band of Pomo Indians and BOD to establish a facilities plan to accommodate SVA's ELC needs
  - ○ Design and implement an early learning center plan and curriculum aligned with SVA's mission, vision, culture and values
  - ○ Manage structures and procedures to ensure alignment, quality, and safety of the ELC

- ● Collaborate to Oversee Expanded Learning Program (ELP):
  - ○ Work with School Leadership Team (SLT), ELP program lead, teachers, and partners to integrate expanded learning and enrichment activities after the school day
  - ○ Build relationships and mechanisms to effectively link the school day to expanded learning activities, including training, coaching and mentoring for ELP staff
  - ○ Assist the school in identifying outside providers for ELP as necessary
  - ○ Monitor quality of Expanded Learning Opportunities programing, troubleshooting where appropriate

Qualifications:
- BA or BS, minimum, with a minimum of 5 years of experience working with youth/adolescents
- Management/administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing
- Previous experience with schools or similar institution
- Demonstrated leadership, decision-making and managerial skills
- Knowledge and understanding of continuous Improvement, restorative and trauma responsive practices, personalized learning and progressive pedagogy
- Bilingual proficiency in English and Spanish
- Submission of necessary documents to complete personnel file, including 3 references, copy of transcripts, fingerprint and DOJ clearance, TB screening

○ **Family Liaison:**
The purpose of the Family Liaison is to develop strong relationships with parents/guardians, students, staff and community partners, and ensure that all parties understand the role of a community school and how it supports student achievement. This includes promoting parent and community involvement; providing information to families/guardians; planning, organizing, and coordinating events in support of SVA's educational program.

Qualifications:
- Minimum education requirement: High School diploma
- AA degree or at least two years of coursework at a four-year college preferred
- At least 2 years of experience working with families or students in a social work capacity
- Be familiar with all of Shanél Valley Academy's mission and vision
- Demonstrates an excellent level of cultural acceptance and inclusion
- Ability to collaborate and communicate with the site level leadership team weekly and initiate communication consistently to keep leadership team in the "know"
- Must be able to communicate effectively with a diverse group of families and community partners
- Must be inclusive with all students, all staff, and all families to support a positive school culture and climate
- Ability to interact with parents/guardians, staff, and the SVA community in a supportive and welcoming manner
- Maintain confidentiality of sensitive and privileged information, and follow SVA's guidelines for communicating to the leadership team
- Must be able to follow through on agreements and assignments, reporting consistently to manager regarding project progress
- Ability to be proactive and be able to solve problems
- Ability to communicate effectively both orally and in writing
- Must be able to adapt to changing work priorities
- Must be punctual
- Meet schedules and timelines
- Plan and organize work, and prepare comprehensive services for students and families
- Comfortable with frequent meetings, including online/virtual meeting platforms

- Proficiency in Microsoft Office (Word, Excel, Outlook, PowerPoint), Google (docs, sheets, forms, drives), and data management environments
- Mobility to drive an automobile, when required
- Possession of a valid California Driver's License, TB Test clearance, Criminal Justice Fingerprint clearance

- **Expanded Learning Program (After School) Lead**
SVA provides Expanded Learning Programs before school, after school, and summer enrichment opportunities. The Expanded Learning Program Lead focuses on developing the academic, social, emotional, and physical needs and interests of SVA students through hands-on, engaging learning experiences. Expanded Learning Program Lead provides supervision of team members and students, and plans and executes enrichment activities for after school students. Candidates must be able to design, coordinate and lead team members to execute organized activities and enrichment projects such as STEAM, music, games, and drama. Candidates must be able to create a welcoming and inclusive environment, organize program forms and procedures, and communicate respectfully and clearly with students, families and staff.

  Brings expertise in the areas of:

  - Active supervision of students aged 4-12
  - Team building and leadership
  - Leading and supervising others
  - Developing and implementing academic, recreational, and enrichment activities in various fields or disciplines including (but not limited to):
  - Multimedia (photography, video editing/directing)
  - Art (painting, drawing, DIY)
  - Dance and/or Yoga, Tumbling
  - Visual/performing arts/ theater
  - STEM
  - Yearbook, journalism

  Qualifications:
  - Meet teacher qualifications defined within the childcare facility licensing regulations. (22 CCR 101216.1)
  - Ability to interact with people in a professional manner
  - Specific knowledge based competencies required to satisfactorily perform the functions of the job
  - Able to schedule activities; collate data; and use basic, job-related equipment
  - Submission of necessary documents to complete personnel file, including 3 references, fingerprint and DOJ clearance, TB screening
  - First Aid and CPR Certified
  - Previous experience working with children

- **Expanded Learning Program (After School) Support Specialists**
SVA provides Expanded Learning Programs before school, after school, and summer enrichment opportunities. The Expanded Learning Program Student Support Specialist focuses on supporting the academic, social, emotional, and physical needs and interests of SVA students through hands-on, engaging learning experiences. Expanded Learning Program Student Support Specialists provide supervision to students, and help execute enrichment activities for after school students.

Candidates must be able to create a welcoming and inclusive environment and communicate respectfully and clearly with students, families and staff.

Qualifications:
- Minimum education requirement High School diploma
- AA degree or at least two years of coursework preferred
- Experience working with groups of elementary or middle school students in an academic or recreational setting
- Ability to lead groups of students in activities while placing a high priority on safety
- Communicate respectfully, clearly and effectively with all staff and the community
- Must be punctual
- Work in an indoor office or classroom, outdoor school facility environment
- TB Test clearance, Criminal Justice Fingerprint clearance.

- **Process used to notify District Personnel Office whenever personnel are hired or leave during the school year:**
  The District is notified whenever personnel are hired or leave during the school year through the monthly employment conformance report that tracks all changes in employment, credentials, and TB test expiration dates. This report is monitored by the Business Manager to ensure all relevant expiration dates are kept current.

- **Number of certificated and classified staff members:** In 2023-242-23, SVA employed 14 classified staff members and 10 certificated staff members.

  ○ **2022-23 School Staff:**

Credentialed	Staff Name
Principal	Kristi McCullough
Community Schools Director	Linda Jacinto
TK Teacher	Marilyn MillsO'Shannon Fields
School Counselor	Tabitha Scott
K Teacher	Megan Walker
1 Teacher- Long-Term Substitute	Scotty Santina/ Banesa PerediaKatie Summers
1-2 Teacher	Brooke Glavich
2-3 Teacher	Christy Smith
4 Teacher	Emily Canevari
5-6 Teacher	Susan Green

Intervention Specialist/ELD Teacher	Sherman Green
Special Education Teacher	~~Shasheen Hoaglen /~~ Laura Cannon
Classified Staff	
Business Manager	Melissa Kendall
Office Attendance Secretary / Health Tech	Rebecca Stone~~Serena Underwood~~
Family Liaison	Julie Alvarez
Maintenance	Jesus Gallegos
~~Intervention Support Specialist~~	~~Shasheen Hoaglen~~
Food Service Manager	Lucia Ornelas
Food Service Coordinator	Veronica Barrera
TK Student Support Specialist / Expanded Learning SSS	Alycia Billy~~Maria Martinez~~
K Student Support Specialist / Expanded Learning SSS	M~~aria Martinez~~arilyn Molstrom-Warner
1 Student Support Specialist / Expanded Learning SSS	Deanna Mora~~Karen Reyes~~
2~~1-2~~ Student Support Specialist / Expanded Learning SSS	Ariana Villalobos Cruz
2-3 Student Support Specialist / Expanded Learning SSS	~~Deanna Mora~~Karen Reyes
4 Student Support Specialist / Expanded Learning SSS	Jackie Gonzalez
5-6 Student Support Specialist	Alexa Moreno~~Laura Stanley~~
Expanded Learning Support Lead	Linda Jacinto/ Alisha Roysum~~Laura Stanley~~
Expanded Learning Support Specialist	Marissa Jacinto
Expanded Learning Support Specialist	Yisela Ornelas
Expanded Learning Support Specialist	Vivian Juarez
Expanded Learning Support Specialist	Ida Garcia

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- **Summary of 23-242-23 Employment Goals**

  1. **GOAL:** SVA will identify, recruit, train, coach and properly assign highly qualified teachers with the appropriate credentials and an understanding of the charter mission, who are culturally proficient and have demonstrated success in student achievement and a commitment to equity.
     - SVA MET this goal with the exception of the school counselor role. Due to lack of certificated school counselors in the area, SVA had a difficult time filling this position at the beginning and throughout the school year. To help fill this need, SVA partnered with Mendocino County Youth Project for student supports.

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  2. **GOAL:** 100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
     - MET
  3. **GOAL:** SVA personnel files will demonstrate that all teachers meet state requirements for credentialing and/or authorization necessary for each teacher's assignment.
     - MET
  4. **GOAL:** Teachers will be required to provide regularly or upon request unit and lesson plans that demonstrate alignment with state standards as well as methodology for addressing the needs of ELs, low- and high-achieving students, and other students with special needs.
     - MET

  5. **GOAL:** Teachers will receive a total of 80 hours of professional development and coaching in each school year.
     - MET

F. Health and Safety Procedures

- **Process used to obtain criminal record summary for new employees:**
  Shanél Valley Academy is approved through the California Department of Justice to receive criminal offender record information (CORI). All prospective employees must agree to abide by SVA policies, including the submission of fingerprints. Upon receipt of a job offer, new employees are given fingerprinting paperwork. The candidate is responsible for scheduling an appointment for the purpose of fingerprinting at the Mendocino County Sheriff's Office or another legal entity authorized by law to conduct fingerprinting and processing. The President of the Board of Directors and the Principal receive a report from the Department of Justice via electronic notifications. The report is reviewed and then shared with the Business Manager to file in the employee's personnel file. SVA uses an employee portal to track all files, in addition to filing all hard copies. Employees of SVA may not begin contracted work until results from Fingerprinting and TB test are received. SVA is also signed up to receive subsequent arrest notifications. All SVA volunteers are required to be fingerprinted and receive background clearance prior to volunteering, including driving on school field trips.

- **Process used to monitor employee TB clearance and expiration dates:**
  SVA follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees. Upon job offer, the candidate is required to provide current TB test results, or to schedule a TB test through their doctor's office. The candidate is expected to

provide SVA with the results before they can begin contracted work at our site. In the case of existing employees, SVA keeps a roster that is maintained monthly that states all employees and their current standing. SVA uses an employee portal to track TB expiration dates, which emails the administrator and employee when the employee's clearance is set to expire within 45 days. They must provide new results before expiration of their current test in order to continue to work. If results are not received in a timely manner, they may not return to work until completion of this requirement.

- **Description of health and safety procedures followed:**
  SVA has adopted health and safety procedures in an effort to comply with all applicable laws and regulations and best practices. There were no major health or safety incidents during the 2022-23 school year.

  - **Seismic Safety**: SVA held earthquake drills every three months throughout the school year. The school is housed in facilities that meet California Building Code requirements.

  - **Natural disasters and emergencies**: SVA developed an Emergency Response Plan, which also includes a Comprehensive School Safety Plan, which is reviewed and updated by March 1 of every year. This includes identification of appropriate strategies and programs that provides a high level of school safety and addresses the SVA's procedures for complying with applicable laws related to school safety, including the development of all laws pursuant to Education Code Section 32282(a)(2)(A)-(J). SVA conducted monthly emergency drills for emergency preparedness. These include fire in the surrounding area, fire on campus, earthquakes, lockdown/shelter in place, terrorist attacks, and power outages. SVA passed the annual fire inspection by Hopland Fire Protection District, who worked with the school to ensure all fire extinguishers were tagged, and in working order. All rooms on campus have emergency backpacks, emergency exit plan maps and fire extinguishers. The fire alarm panel, pull stations, and fire alarms were tested prior to the start of the school year. Each room is equipped with Lock Blocks. All door hardware throughout campus complies with applicable safety laws, including panic hardware. A system for parent communication is in place which includes the use of ParentSquare messaging and phone calls to communicate with parents during natural disasters or emergencies.

  - **Immunizations, health screenings, administration of medications**:

    o **Immunizations:** SVA requires all enrolling students to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. When a student does not have all of his/her immunizations, the student is not admitted until evidence is presented of immunization completion or the parent/guardian has submitted an exemption statement from a licensed physician. All students are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. Records of student immunizations and exemptions are maintained in a separate health file for each student, and uploaded in the school's SIS.

    o **Health Screenings**

- SVA arranges for vision and hearing screenings for all applicable students. SVA partnered with Adventist Health to conduct all vision screenings. Families with students who were identified for follow ups were sent home with letters, as well as follow up messages from the Principal on ParentSquare.

- SVA contracted with a third party to screen all TK, kindergarten, first grade, second grade, and fifth grade students. Families with students who were identified for follow ups were sent home with letters, as well as follow up messages from the Principal on ParentSquare.

- o **Administration of Medication**
  - SVA staff is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs,and field trips. The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professional. New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. Medication for administration to students shall be maintained in the nurse's office in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a locked refrigerator in the nurse's office, which may only be accessed by the designated School employee and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law. SVA maintains policies and procedures outlined in SP#8 - Administration of Medications, Anti-Seizure Medication, Emergencies, Head Lice.
  - SVA collects information upon enrollment, for any student medical needs, allergies, and food related allergies. Teachers receive a report at the beginning of the school year, for any students that have medical related conditions that may require intervention.
  - A list of food allergies is created, printed, and posted in the kitchen for all SVA students. SVA is a nut-free school.

- **Tolerance for use of drugs and/or tobacco:** SVA maintains a drug, alcohol and smoke free environment.

- **Staff training on emergency and first aid response:** All staff received access to blood borne pathogen exposure prevention, active shooter, sexual harassment, mandated-reporting requirements, fire extinguisher safety, first aid and other important workplace trainings through online portal Vector Solutions. This is part of the mandatory training requirements that all staff receive as a condition to their employment. 100% of staff completed all required training in 23-242-23.

- **Suicide Prevention:** The Shanél Valley Academy (SVA) Board of Directors

recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures outlined in the board adopted SP#2 Suicide Prevention Policy. In compliance with Education Code section 215, the policy was developed in consultation with SVA community partners, SVA school-employed mental health professionals, other school staff members,and community organizations in planning, implementing, and evaluating SVA's strategies for suicide prevention and intervention. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, SVA appoints an individual (or team) to serve as the suicide prevention point of contact for SVA. The suicide prevention point of contact for SVA ensures proper coordination and consultation with the county mental health plan if a referral is made for mental health. This policy was adopted on 9/6/21 and amended on 8/18/22, and shall be reviewed and revised at least every 5 years in conjunction with the previously mentioned community stakeholders.

- **Description of any revisions to the charter school board adopted health and safety policies:**
    - SVA adopted a variety of health and safety policies and procedures in an effort to comply with all applicable laws and regulations. The list of all Board Policies and Student Policies that were added or amended can be found in section D.

G. Means to Achieve a Racial and Ethnic Balance Reflective of Authorizing School District

- **Specific practices/policies used to attract a diverse applicant pool/enrollment:** Public schools have a responsibility to incorporate diverse worldviews and cultures into all areas of the curriculum, and SVA demonstrated this commitment to adopting textbooks and instructional materials that honor indigenous, global and egalitarian worldviews and represent a wide representation of cultures and beliefs. SVA also made conscientious efforts to attract a diverse staff population.
    - SVA participated in local fairs such as Pumpkin Fest, and job fairs sharing fliers and through direct 1:1 communication. The Principal shared out about the school at recruitment fairs and through the local college.
    - SVA ran digital campaigns throughout social media platforms in both English and Spanish, as well as posts in community groups in the Hopland, Ukiah, Lake County and Cloverdale areas.
    - Spring and end of year events in the 2022-23 school year also included UPK/UTK information and sign-ups, to inform families of their options for the coming school year, as well as visiting days for potential families.
    - SVA made every effort to cast a wide net and meet with various community members to ensure a diverse community school was established.
    - SVA partnered with the Hopland Band of Pomo Indians Education Director for student enrollment, with a school information booth and sharing enrollment fliers at the education center.

● **Table Summary of SVA ethnic balance compared to the district reported in percentages 2023-242-23**

UUSD Dashboard data reports a total enrollment of 6,554 students. Total enrollment for SVA included 129 students.

	American Indian or Alaska Native	Asian	Native Hawaiian/ Other Pac Islander	Black or African American	White	Hispanic/ Latino	Two or More Races	Not reported
SVA	14.5~~13.2~~%	0.0%	0.0%	0.8~~0~~%	43.5~~41.9~~%	35~~34.1~~%	4.6~~7~~%	1.5~~3.9~~%
UUSD	5.1%	1%	<1%	<1%	33.3%	54.8%	4.2%	<1%

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H. Admission Requirements

● **Admission requirements and any preferences used:**
SVA is a free public school open to all California residents without regard to prior academic achievement or the residence of the pupil or the pupil's parent/guardian in the State of California except as is required by Education Code Section 47605(e)(2)(B). SVA is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. SVA adhered to all state and federal laws regarding admission requirements for public school attendance. In the 2022-2023 school year, SVA admitted all pupils who wished to attend the Charter School and multi-aged cohorts were developed around the enrollment of students in each grade.

● **Admissions and enrollment process and timeline used, as well as procedures for public random drawings:**

  ● SVA admits all students who wish to attend, unless it receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. SVA held~~did not hold~~ a public random drawing in the 2023-242-2023 school year. ~~If necessary in subsequent years,~~ SVA will follow the outlined procedures for public random drawings with projected timelines as outlined in the Charter School's approved petition.

  ● SVA does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Prohibition against discrimination under Title IX is referenced in the school's Family Handbook, Uniform

Complaint Procedures, and General Policies, which are posted on the school website.
- SVA required families of students who wish to attend the Charter School to complete an application form. SVA does not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities.

  - **Admission Procedures:**
    Upon admission, students are required to submit an enrollment packet which shall include the following:
    1. Completion of Student enrollment form
    2. Proof of Immunization
    3. Home Language Survey
    4. Completion of Emergency Medical Information Form
    5. Proof of minimum age requirements
    6. Release of Records

- **Number of students enrolled in each grade:**

2023-24 Fall 1 Reporting Period

Grade	Students	2023-24 % of Total Enrollment
Transitional Kindergarten	17	13.0%
Kindergarten	11	8.4%
First Grade	20	15.3%
Second Grade	27	20.6%
Third Grade	17	13.0%
Fourth Grade	11	8.4%
Fifth Grade	22	16.8%
Sixth Grade	6	4.6%

I. **Financial Audits**
   - **Procedures to select and retain independent auditor:**
     The Principal, in coordination with the SVA Board of Directors, was responsible for soliciting an independent auditor. SVA BOD leveraged the Mendocino County Public Schools Summary of Audit Proposals to review and select Christy White at a Regular Board Meeting held on March 17th, 2022. SVA renewed Christy White's contract for the 22-23 school year.

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- **Qualifications of the independent auditor:**
  The independent auditor must employ Generally Accepted Accounting Principles (GAAP), be familiar with California charter school law, and be experienced with educational finance. Christy White, an annual independent financial audit of the books and records of the SVA will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m).

- **The manner in which the audit will be conducted:**
  The books and records at SVA are kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. Shanél Valley Academy has contracted with EdTec for various business and back office services including budgeting, financial reporting, and forecasting; accounting and bookkeeping; cash management; CALPADS reporting; payroll processing and retirement reporting. The accounting procedures used by SVA conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards. SVA employs various electronic systems and processes to complete the work associated with its fiscal operations. SVA's Business Manager, Principal and Board President work with EdTec to ensure all documents requested by the auditor are provided.

- **Scope and timing of the audit, as well as required distribution of the audit:**
  It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings shall be forwarded to the Chief Financial Officer of the Ukiah Unified School District, Mendocino County Office of Education, the State Controller's Office, and the California Department of Education by December 15th each year. Copies of the report were distributed to all parties aforementioned.

- **Process for resolving audit exceptions and deficiencies to the satisfaction of the authorizing school district:**
  An audit committee composed of the Board President, Principal, Business Manager, and SVA's back office Client Manager, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes with the District regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the school's MOU with the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

J. Pupil Expulsion and Suspension

- SVA recognizes that students do not learn in isolation, but rather through interaction with teachers, peers and their school environment. It is part of SVA's mission to provide and foster positive interactions and relationships between students and their fellow students, educators and the community in general. In order to achieve this goal, SVA has implemented a data-driven approach to school discipline through restorative practices ("RP") and avoids traditional zero-tolerance discipline procedures. Shanèl Valley Academy Board of Directors recognizes that in extreme cases, suspension or expulsion may be required, but every

attempt to avoid this outcome will be exhausted before taking this step. SVA's complete Suspension and Expulsion Procedures are listed in the school's charter. SVA's Suspension and Expulsion Policy and Procedures (Student Policy #9) outlines Suspension/Expulsion Procedures as per California Education Code Section 47605(b)(5)(J). This policy is included in the Student and Family Handbook. The Policy documents the grounds for, procedures and appeal process for suspensions and expulsions.SP9_Suspension_and_Expulsion_Policy_Procedures
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- Shanél Valley Academy had a 1.990% suspension and expulsion rate in the 2023-242-2023 School Year. SVA used other intervention strategies to maintain this low rate.achieve this goal.

Suspension & Expulsion Rate	
Total Suspensions	1.880%
Total Expulsions	0%

Behaviors and Restorative Interventions 2023-242-23	
Caused physical injury	Restorative Discipline Action: Restorative consequence during school to reflect on incidents away from peers. Create an action plan for restorating harm. Once a student is ready to take responsibility, invite other student to a restorative meeting and make agreements going forward to prevent recurrences. Process includes family when necessary.
Disruption, Defiance	Restorative Discipline Action: Student Support Team meeting with families, teachers and other support specialists to assess the situation for the need under the behaviors.
Bullying	Restorative Discipline Action: Student works with teacher, Principal and parents to restore harm with others, and then takes responsibility and makes agreements going forward with the other student/s to restore harm and prevent behaviors from repeating.
Caused, attempted, threatened physical injury	Restorative Discipline Action: Restorative consequence during school to reflect, reset, and take action to restore harm. Included in this approach is communication with families and a restorative meeting with the person harmed.
Property Damage	Restorative Discipline Action: Restorative

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	consequence during school to reflect on the incident, reteach expected behaviors, make an action plan for solving the problem and restarting harm with the community, as well as finishing school work. Included in this action is a meeting with the family, and a reentry meeting to the classroom.

- Restorative Practices have been shown to address the needs of the school and surrounding community by building healthy relationships between educators, students, families and community members. Restorative practices seek to reduce, prevent and improve harmful behavior by repairing harm caused by a student's actions and restoring positive relationships while still holding students accountable for their actions.

- School discipline and behavioral expectations at SVA are derived from evidence-based restorative practices with the expectation of markedly reduced suspension and expulsion rates, increased attendance and a positive school culture and climate.

- Practices at SVA include:
    1. Reflections Tools:
        - When a student has done harm to another, or did not follow the B.E.A.R expectations, they are given a behavior reflectionthink sheet that uses restorative questions to promote behavioral self awareness. Depending on the age of the student, the adult guides them in writing and reflecting on behaviors.
    2. Restorative Discipline for Major Behaviors
        - When a student faces significant behavioral challenges that cannot be effectively resolved through other classroom-based interventions or if they are experiencing ongoing behavioral issues, we embrace a restorative approach. During these instances, a collaborative disciplinary meeting is convened, involving the principal, teacher, family, and, at times, the student themselves. Together, they work to develop a restorative response. This restorative process encompasses self-reflection, the formulation of an action plan for addressing any harm caused to others, and a restorative meeting involving those affected, aimed at preventing future occurrences.

        - At SVA, we are deeply committed to fostering a positive school climate and implementing discipline practices that are trauma-informed and restorative. Our approach to discipline and student engagement incorporates restorative practices through Positive Behavior Intervention and Supports (PBIS). We also integrate evidence-based restorative strategies drawn from resources like the CharacterStrong curriculum, Welcoming Schools, and other high-quality materials. Additionally, SVA maintains its valuable partnership with the Mendocino County Office of Education's (MCOE) school climate coach and restorative practice specialist, Stephen Hahm, to further enhance our restorative initiatives.

K. Staff Retirement System

- **Certificated**: All SVA employees who qualify for membership in the State Teachers'

Retirement System (STRS) contribute at the rate established by the STRS. SVA makes all employer contributions as required by STRS and federal social security. SVA will also make contributions for workers' compensation insurance, unemployment insurance, and all other payroll obligations as an employer.

- **Classified**: All employees who are not members of STRS must make contributions to the Social Security System. SVA makes all employer contributions as required by federal social security. SVA makes contributions for workers' compensation insurance, unemployment insurance, and all other payroll obligations as an employer.

L. Attendance Alternatives

- Shanél Valley Academy is a "school of choice," and the Charter School recognizes that pupil attendance is voluntary. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. The parent or guardian of each student enrolled in the Charter School will be informed on admissions forms that students shall have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

M. Description of Employee Rights

- **Employee Benefits and Compensation:**
  SVA employees are given an employee handbook upon the offer of employment. This handbook includes employee rights, policies, and procedures, including the employees legal and contractual obligations and the at-will nature of their employment with the school. All SVA staff must read the contents of this handbook and return a signed copy to place in their employee record. SVA is an equal opportunity employer and complies with applicable laws.

  - **Employee Wages and Health Benefits:**
    - **Certificated staff:**
      - Wages are based upon the employee's credentials, years of experience, education, competitive analysis from surrounding districts, and what the school's budget can afford. Salaries are reviewed at the end of each year and adjustments are made on individual job performance and the financial conditions of the school.
      - A yearly compensation study is conducted and approved by the SVA Board of Directors in May of each year for the administrator position. This ensures a competitive and reasonable compensation package for the highest paid position.
      - Certificated employees are paid a yearly salary for the regular school year. Certificated staff are eligible for retirement benefits through STRS. Payroll occurs bi-monthly. Summer holdback is offered at the beginning of each year.
      - Certificated employees working a regular 30 hour or more work week are eligible to enroll in the companies medical, dental and vision plan. 100% of employee premiums are covered by the employer.

- Certificated employees earn up to 10 sick days each year.
- Certificated employees received 11 days of professional development in the 22-23 school year.

■ **Classified Staff:**
- Wages are based upon the employee's years of experience, education, competitive analysis from surrounding districts, and what the school's budget can afford. Hourly rates are reviewed at the end of each year and adjustments are made on individual job performance and the financial conditions of the school. Wages ranged from $22-$25 per hour.
- Employees are paid on an hourly basis for time worked. Payroll occurs bi-monthly. Summer holdback is offered at the beginning of each year.
- Classified employees working a regular 30 hour or more work week are eligible to enroll in the companies medical, dental and vision plan. 100% of employee premiums are covered by the employer.
- Classified employees earn up to 10 sick days each year.
- Classified employees received 7~~11~~ days of paid professional development in the 2~~3-24~~~~2-23~~ school year.

- **Employee bargaining unit if applicable:** N/A

- **Employe rights including tenure:** SVA is an at-will employer. No public school district employee shall be required to work at SVA. Employees of the District who choose to leave the employment of a school district to work at SVA shall have no automatic rights of return to the District after employment at SVA unless specifically granted by the District.

N. Dispute Resolution Process
- To resolve internal disputes, SVA maintains a Uniform Complaint Procedure that was provided to the district in September 2021, and August each year after that. As outlined in the Charter Petition, external disputes between SVA and UUSD shall be resolved pursuant to the dispute resolution language contained in the MOU.

- **Number of dispute resolutions during the year:**
  - Internal: SVA policy on internal disputes consists of the protocols for Do-It-Yourself Mediation, Resolving Conflict among School Personnel, and the Uniform Complaint Procedures.
    - There were **zero** (0) internal disputes logged at SVA in the 202~~3-24~~~~2-23~~ school year.
  - External:
    - There were **zero** (0) external disputes between SVA and UUSD in the 202~~3-24~~~~2-23~~ school year.

- **Number of claims or lawsuits and any disposition of such claims or lawsuits:**
  - Zero (0)

O. Labor Relations
- SVA is the exclusive public school employer of all SVA staff for purposes of the Educational

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Employment Relations Act.

P. Closure of Charter School

- **Governing Law**: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47604(c)(5)(O).

    ○ In the event that SVA closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education, shall be utilized to ensure a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

- **Documentation of Closure Action:** The decision to close SVA for any reason will be documented by an official action of the Shanél Valley Academy Board of Directors. The action will identify the reason for the Charter School's closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

- **Notification:** SVA will promptly notify parents and students of the Charter School, the District, the Mendocino County Office of Education, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. The notification will include the following information: the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

    1. SVA will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

    2. SVA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

    3. In the event that any students reside outside the District, the Charter School will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

- **Student and School Records Transfer:** As applicable, SVA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §

1232g. SVA will ask the District to store original records of the Charter School's students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the Mendocino County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

- **Financial Audit and Reports** SVA will have an independent audit completed within six months after the closure of the Charter School. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The purpose of the audit is to determine the net assets or net liabilities of The Charter School. The final audit will include an accounting of all the Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School. In addition to this final audit, the Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

- **Dissolution of Assets:** On closure of the SVA, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Appendices:
~~SVA School Calendar 22-23~~

SVA School Calendar 2023-2024