

SCHOOL ACCOUNTABILITY REPORT CARD

Shanél Valley Academy

2024-25

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college coursework, be eligible for admission to the UC. These requirements are

designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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

About this school

Ms. Aimee Landers, Principal

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

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

Our focus is on the whole student, and we will be working towards fostering a culture of celebration and recognition for the amazing things that happen at our schools each and every day. I want to assure you our focus on a positive climate and culture will guide us while we maintain our commitment to accountability and safety for all. Please continue to

communicate openly with our team here at LALPA, and as always, please remember to contact your child's teacher first or our school counselors with any concerns.

My team and I are committed to challenging ourselves as leaders to delve into deeper discussions of how we can work together to better support students, teachers, staff, and families this year. We have frequently been meeting to assess our strengths and opportunities to improve the district's processes. Collaborative work between my staff and families will be key in providing an exceptional learning environment for all our students, which is focused on social, emotional, and academic growth. On behalf of the Governing Board, my leadership team, and the entire staff of LALPA, I look forward to welcoming our students.

District Contact Information (School Year 2025–26)

District Name: Ukiah Unified

Phone Number: (707) 472-5002

Superintendent: Debra Kubin

Email Address: dkubin@uusd.net

Website: www.uusd.net

School Contact Information (School Year 2025–26)

School Name: Shanél Valley Academy

Address: 1 Ralph Bettcher Dr., Hopland, CA 95449-9669

Phone Number: (707) 744-1485

Principal: Ms. Aimee Landers

Email Address: principal@shanelvalleyacademy.com

Website: www.sanelvalleyacademy.com

Grade Span: TK-6

County-District-School (CDS) Code: 23 656150140814

School Description and Mission Statement (School Year 2025-26)

The educational philosophy and instructional methods at Shanél Valley Academy (SVA) mirror the mission and vision built by and for the local community. Mixed age cohorts in a small community-based school allow for project-based learning, youth leadership, and a sense of community. Students have the time to develop strong literacy and phonemic awareness through a combination of personalized, small and whole-group instruction,

including time to engage in their gardens exploring life science in action. Each age and stage is honored with increased responsibility and challenges appropriate to students' strengths and areas of interest.

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

Vision: We envision a future in which all children are honored with equitable access to high-quality education that results in success in community and career. We will empower all students to become critical thinkers, innovative problem solvers, and effective leaders through a dynamic and collaborative curriculum.

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

Student Enrollment by Grade Level (School Year 2024-25)

Grade Level	Number of Students
Kindergarten	29
Grade 1	11
Grade 2	21
Grade 3	21
Grade 4	15
Grade 5	12
Grade 6	15
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	124

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	54.0
Male	46.0
Non-Binary	
American Indian or Alaska Native	14.5
Asian	
Black or African American	
Filipino	
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	
Two or More Races	4.0
White	47.6
English Learners	12.1
Foster Youth	
Homeless	5.6
Migrant	
Socioeconomically Disadvantaged	71.0
Students with Disabilities	16.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	57.14	238.9	67.55	234405.2	84
Intern Credential Holders Properly Assigned	1	14.29	17.8	5.04	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	28.57	47.3	13.39	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.6	3.02	11953.1	4.28
Unknown/Incomplete/NA	0	0	38.9	11.01	15831.9	5.67
Total Teaching Positions	7	100	353.7	100	279044.8	100

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	57.14	238.1	67.56	231142.4	83.24
Intern Credential Holders Properly Assigned	1.5	21.43	13.6	3.87	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	21.43	46.7	13.25	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.6	4.72	11746.9	4.23
Unknown/Incomplete/NA	0	0	37.3	10.6	14303.8	5.15
Total Teaching Positions	7	100	352.4	100	277698	100

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

Teacher Preparation and Placement (School Year 2023-24)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	75	240.9	65.69	230039.4	100
Intern Credential Holders Properly Assigned	1	12.5	15.6	4.28	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	12.5	55.7	15.2	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.5	5.32	12112.8	4.34
Unknown/Incomplete/NA	0	0	34.8	9.5	13705.8	4.91
Total Teaching Positions	8	100	366.8	100	278927.1	100

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	2	0	1
Misassignments	0	1.5	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	2	1.5	1

Credentialed Teachers Assigned Out-of-Field (considered Out-of-Field by ESSA)

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

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	28.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	11.1	0

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected:

December 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Learning/Cengage Learning Reach for Reading <i>Year of Adoption: 2021</i>	0%
Mathematics	Illustrative Mathematics Supplemental: Mindset Mathematics <i>Year of Adoption: 2022</i>	0%
Science	Teacher-created materials that incorporate Next Generation Science Standards, (NGSS) and integrate Foss Science, when it aligns with student interest. Lemelson-MIT invention education curriculum is an additional supplemental curriculum resource to support our STEM focus. Science curriculum goals are also supported by our school-wide science fair for all grades TK-6. National Geographic Learning also integrates Science content in the Reading/Language Arts curriculum. <i>Year of Adoption: 2023</i>	0%

History-Social Science	Curriculum in grades TK-6th are designed and implemented by the teacher following the California Common Core Standards. SVA's ELA curriculum (Reach for Reading/Nat Geo) integrates history and social science, and teachers extend and elaborate based on student interest and development in grades 3-6. Students have access to NewsELA so teachers can incorporate current events and critical thinking skills in our mixed-age, multi-level classrooms. <i>Year of Adoption: 2021</i>	0%
Foreign Language	N/A	0%
Health	Mental and Physical Health and Wellness are integrated with other courses throughout the day such as our SEL program, CharacterStrong and Playworks.CharacterStrong is led by the school counselor and teachers,and PlayWorks is led by credentialed teachers and support staff during various times throughout the day (varies by grade level) in alignment with CA standards for physical fitness. <i>Year of Adoption: 2022</i> CharacterStrong: Researched Based Social Emotional Learning and Character Education Curriculum that achieved the prestigious CASEL designation for SEL. <i>Year of Adoption: 2023</i>	0%
Visual and Performing Arts	Visual and performing arts are integrated across the curriculum.	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

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

School Facility Conditions and Planned Improvements

The most recent facility inspection conducted by the Mendocino County Office of Education found the campus to be in good condition with an overall rating of 97.81% indicating that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated and/or in the process of being mitigated.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Fire extinguisher tags require evidence of monthly inspections and exit sign needs to be posted in case of emergency.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating: Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements:
 - Smarter Balanced Summative Assessments and CAA for ELA in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAA for mathematics in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAA for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts/Literacy (grades 3-8 and 11)	12	10	33	35	47	48
Mathematics (grades 3-8 and 11)	7	5	23	22	35	37

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	60	95.24	4.76	10.00
Female	38	36	94.74	5.26	13.89
Male	25	24	96.00	4.00	4.17
American Indian or Alaska Native	12	11	91.67	8.33	9.09
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--0
White	24	22	91.67	8.33	13.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	8.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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

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

CAASPP Test Results in Math by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	62	98.41	1.59	4.84
Female	38	37	97.37	2.63	5.41
Male	25	25	100.00	0.00	4.00
American Indian or Alaska Native	12	11	91.67	8.33	0.00
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	12.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	5.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8 and high school)	18.18	8.33	18.5	21.1	30.73	32.33

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (2024-25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100.00	0.00	8.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024-25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	--	100%	100%	92%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025-26)

At SVA, we believe that parent and guardian involvement is essential for successfully implementing our school plans. We prioritize communication through various channels to keep families informed and engaged. Volunteer opportunities, community events, and leadership openings are communicated through our e-blast newsletter, monthly public board meetings, annual LCAP hearings, and weekly updates on ParentSquare. Additionally, we share information through SVA's social media channels.

We are proud to have an active **Parent Advisory Committee (PAC)**, which reflects the diversity of our school community, representing 10% of our enrollment. Within the PAC, we have the **English Learner Advisory Committee (ELAC)**, which advocates for our English Learners and ensures that we provide equitable practices. The PAC meets monthly, with

options for Zoom participation, allowing parents and guardians to access school information and opportunities regardless of location.

Our **Board of Directors** includes two parent/guardian representatives (President and Member at Large), and we regularly involve parents and guardians in governance through classified substitute positions. In addition to these roles, we actively seek parent/guardian input on budget decisions, long-term planning, school climate, leadership, and community needs. This feedback is gathered through surveys, focus groups, and communication on platforms like e-blast, ParentSquare, and social media.

In compliance with the **Brown Act**, we post our Board agendas and minutes on our website, ensuring transparency and access for all families. Given the demographic makeup of our school—15% Indigenous Peoples and 15.3% English Language Learners—we make additional efforts to engage these groups. We build strong relationships with families and regularly communicate with the **Hopland Band of Pomo Indians Education Director**. Additionally, we participate in meetings at the reservation to provide direct access to school information and opportunities.

SVA also has a **Family Liaison** who facilitates communication between families, students, and staff in both English and Spanish. This role ensures that all families receive important school information and feel supported in their involvement. The Family Liaison also provides resources for families of unhoused students. A Community Closet is available for families to access gently used clothing items donated by other SVA families. Parenting classes aligned with Mendocino County's First Five initiative are also available for families.

To further promote family engagement, SVA hosts annual events and traditions that bring our community together, including the **Fall Festival and Parade, Book Fairs, Stone Soup, Winter Sing and Lantern Walk, Spring Gala**, and the **End of Year Celebration**.

At SVA, we are committed to building strong partnerships with families to create a supportive and inclusive learning environment for all students.

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	135	131	22	16.8
Female	74	73	14	19.2
Male	61	58	8	13.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	21	20	8	40.0
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	6	14.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	64	62	8	12.9
English Learners	15	15	3	20.0
Foster Youth	--	--	--	--
Homeless	11	11	0	0.0
Socioeconomically Disadvantaged	100	100	19	19.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	25	25	4	16.0

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0	1.33	2.96	6.1	6.16	5.94	3.6	3.28	2.94
Expulsions	0	0	0	0.29	0.18	0.12	0.08	0.07	0.06

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.96	0.00
Female	0.00	0.00
Male	6.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.52	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.13	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	3.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.00	0.00

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

School Safety Plan (School Year 2025–26)

School safety is a top priority at Shanél Valley Academy. SVA reviews the plan each year, and training is given to all staff in procedures for fire drills, lockdowns, evacuations, allergic reactions, and medical emergencies. The Attendance Secretary and Principal keep the class rosters up to date. Each teacher and other staff members such as the office, counselor, after-school employees, and kitchen staff have a red binder in their respective classrooms, office, and work areas. The plan consists of emergency contacts, an evacuation plan, a fire plan, and earthquake and lockdown procedures. The red binders contain the procedures for pick-up and dismissals, updated rosters, and medical conditions for each child. Safety drills are conducted every month. The Comprehensive School Safety Plan was last

approved by SVA's Board of Directors in March of 2025. The plan is under review and will be updated and approved by the board by March 2026.

D. Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16	1	1	0
1	18	1	0	0
2	0	0	0	0
3	0	0	0	0
4	24	0	1	0
Other* *	19	3	0	0

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

(School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11	1	0	0
1	20	1	0	0
2	23	0	1	0
Other**	20	2	1	0

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

(School Year 2024-25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18	1	0	0
1	11	1	0	0
2	21	0	1	0
3	21	0	1	0
Other**	21	1	1	0

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

** “Other” category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2024-25)

Title	Ratio
Pupils to Academic Counselor*	131.00

Student Support Services Staff (School Year 2024-25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

*One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24,920	\$10,999	\$13,921	\$82,035
District	N/A	N/A	--	\$ 89,098
Percent Difference – School Site and District	N/A	N/A	--	8.25%
State	N/A	N/A	\$11146.18	\$100333
Percent Difference – School Site and State	N/A	N/A	22.14%	20%

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

Types of Services Funded (Fiscal Year 2024-25)

To respond to the challenges and opportunities of the future, today's students must be prepared to be culturally competent, collaborative, creative, resilient, and self-aware.

Funding is used for implementing curriculum and systems to support this goal through collaborative efforts among caring and committed adults seeking to provide a strong start in life for SVA students. We have developed a tiered system of interventions providing paraprofessionals to support instruction for students who are struggling. We have designed a comprehensive program of English Language Development to ensure that our

English Learners become proficient and are able to reclassify at high rates with the support of their classroom teacher and paraprofessionals. All teachers will receive ongoing instructional coaching from the principal to set goals and identify strategies to improve student outcomes.

The principal, along with the entire staff, continuously focuses on building a culturally responsive restorative discipline program, positive behavior supports and interventions, and a social-emotional learning program for the school. Each classroom provides a dedicated physical space to provide a safe space for students to take a break, and the teachers and school counselor integrate the social emotional literacy curriculum, CharacterStrong, a program that aligns with the CASEL standards.

Funding is also used for our local priority to increase and track family engagement, incorporating community input on decision-making and planning and partnering with parents and the community to provide robust learning opportunities for all students.

Professional Development

Shanél Valley Academy encourages professional development for all staff to continuously improve. Annually, all staff members participate in a concentrated, back-to-school professional training where speakers, break-out sessions, and content that is key to SVA’s mission is provided. Content includes trainings with partners such as Welcoming Schools, a program to build an inclusive school, Clifton strengths assessments and training, trauma-responsive practices, social-emotional learning strategies, instructional planning and technology, PBIS coaching, and best practices for PBL and STEAM instruction. Included in these trainings are parents/guardians, enrichment providers, teacher leaders, and the BOD to participate or facilitate topics in their area of expertise. Once a week students are dismissed early to allow for staff to participate in collaborative professional learning communities and trainings. In addition to scheduled staff development days, teachers will receive additional professional learning time via travel to conferences of their choosing (in alignment with curriculum goals and approved by school leadership). Additional learning goals for our educators will be assessed, as needed, in a collaborative and transparent process aligned with our educator support, assessment and evaluation process.

Measure	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	11	7	9