

Shenandoah Valley Charter School

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.


DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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).

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.

Donna Custodio, Principal

 Principal, Shenandoah Valley Charter School

About Our School

Shenandoah Valley School is a charter school located in Plymouth, California in the foothills of Amador County. The focus of Shenandoah Valley School is for all students to be actively engaged and participating in project based learning. This type of learning environment allows students to explore and share their creative and artistic side. Through the use of common-core curriculum and many elective courses, we offer a multi-disciplinary environment that allows our students to excel and think outside the box.

Contact

*Shenandoah Valley Charter School
10010 Shenandoah Rd.
Plymouth, CA 95669*

*Phone: 209-245-4284
E-mail: dcustodio@amadorcoe.k12.ca.us*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Amador County Office of Education
Phone Number	(209) 257-5353
Superintendent	Amy Slavensky
E-mail Address	aslavensky@acUSD.org
Web Site	http://www.amadorcoe.org/

School Contact Information (School Year 2017-18)	
School Name	Shenandoah Valley Charter School
Street	10010 Shenandoah Rd.
City, State, Zip	Plymouth, Ca, 95669
Phone Number	209-245-4284
Principal	Donna Custodio, Principal
E-mail Address	dcustodio@amadorcoe.k12.ca.us
Web Site	https://svc-acUSD-ca.schoolloop.com/
County-District-School (CDS) Code	03100330129692

Last updated: 1/12/2018

School Description and Mission Statement (School Year 2017-18)

ABOUT OUR SCHOOL

Shenandoah Valley Charter School is located in the town of Plymouth in Amador County. Shenandoah is a seventh and eighth grade middle school which also supports a population of home school students. The school serves the student population of Plymouth and the outlying areas.

MISSION AND VISION: To educate children for the 21st Century. To create a new generation of citizens who understand and partake in their civic responsibilities and who have a capacity for artistic expression and appreciation. To actively engage students in the process of "vigorous and intelligent debate". To help students learn to think critically and equip them with the ability to entertain ideas contradictory to their own and then present and discuss these ideas on the basis of evidence-based facts. To help students think divergently, analyze and synthesize information and to use these skills to continue to make our country strong and prepare students to be keepers of the republic, artistically intelligent and to make the world in which we live a better place. To teach students by doing, rather than telling, and to encourage the inherent creativity in all students.

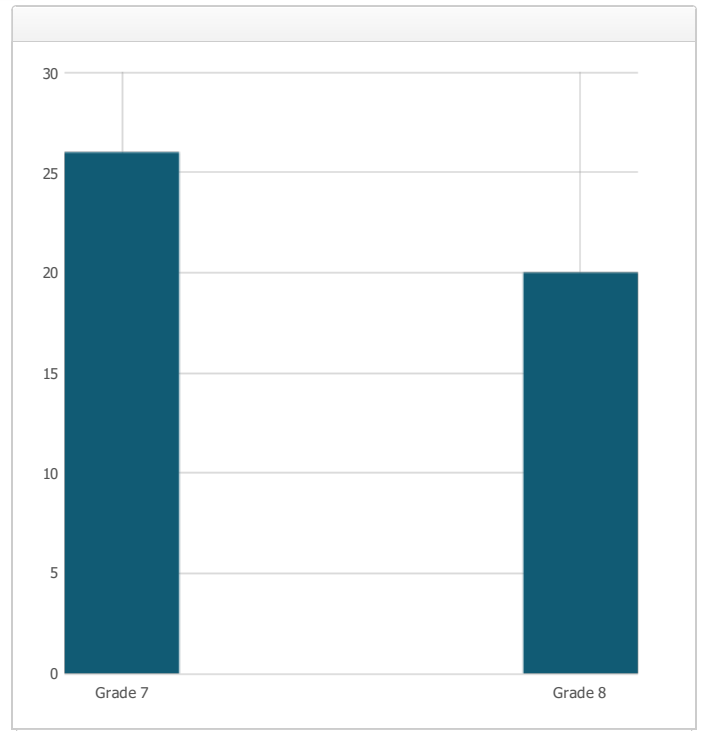
PHILOSOPHY: Shenandoah Valley School will help ensure we have divergently thinking students, who are lifelong learners prepared to pursue any avenue they desire. With this in mind Shenandoah Valley School will provide the unique opportunity for students to participate in Common Core State Standards-based instruction in a multi-disciplinary environment that actively engages students, helps them think critically and divergently and prepares them for the 21st Century world in which we live.

GOAL: Create a school where civic responsibility and the ideals of our forefathers are the foundation for a participatory environment whereby even the most disengaged students engage, want to attend and are given the opportunity to explore their individual creativity and artistic abilities.

Last updated: 1/12/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	26
Grade 8	20
Total Enrollment	46



Last updated: 1/16/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	2.2 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	10.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	80.4 %
Two or More Races	6.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.4 %
English Learners	0.0 %
Students with Disabilities	17.4 %
Foster Youth	0.0 %

Last updated: 1/16/2018

A. Conditions of Learning

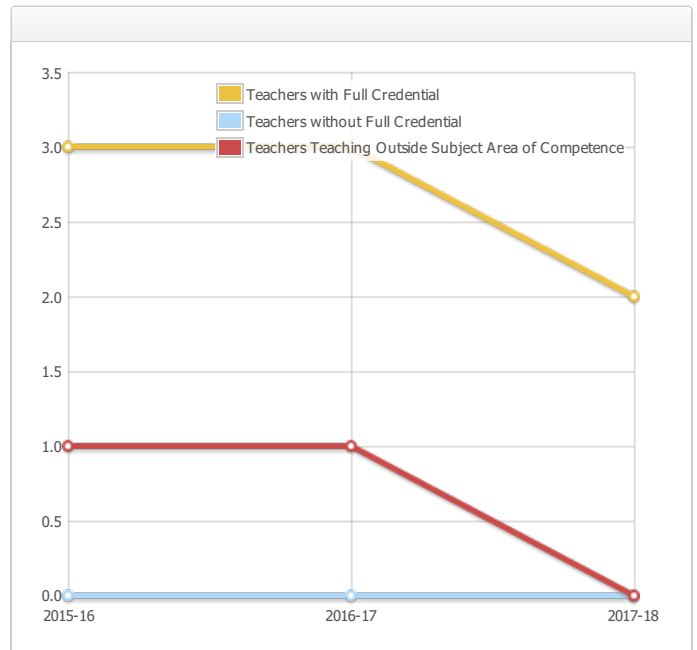
State Priority: Basic

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 Credentials

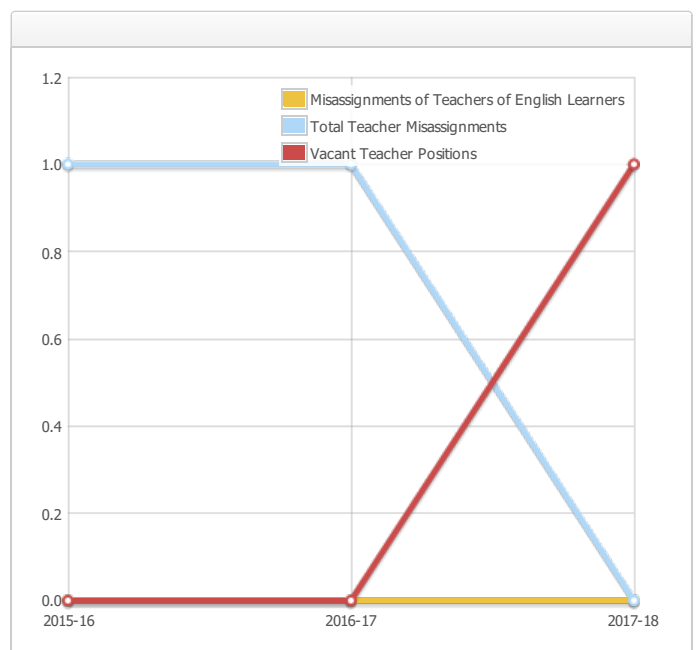
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	3	2	34
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0



Last updated: 1/16/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts - Houghton Mifflin Harcourt - California Collections	Yes	0.0 %
Mathematics	CPM Math	Yes	0.0 %
Science	California Science Explorer for 7th and 8th Grades - Pearson Prentice Hall	Yes	0.0 %
History-Social Science	Grade 7: World History Medieval to Modern - Holt, Rinehart and Winston Grade 8: US History Independence to 1914 - Holt, Rinehart and Winston	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2018

School Facility Conditions and Planned Improvements

Shenandoah Valley School's buildings and classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The principal and other staff walk the site daily to look for hazards and, if found, they are addressed immediately.

Last updated: 1/16/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Fair
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Last updated: 1/16/2018

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	35%	41%	12%	15%	48%	48%
Mathematics (grades 3-8 and 11)	30%	20%	9%	7%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	46	97.87%	41.30%
Male	18	18	100.00%	16.67%
Female	29	28	96.55%	57.14%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	37	36	97.30%	36.11%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	14	13	92.86%	46.15%
English Learners				
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/12/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	46	97.87%	19.57%
Male	18	18	100.00%	22.22%
Female	29	28	96.55%	17.86%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	37	36	97.30%	19.44%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	14	13	92.86%	15.38%
English Learners				
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/12/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		59.0%	0.0%	40.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/12/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	--	--	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2018

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parent and community involvement is always a priority with our staff. Opportunities include volunteering as a project coach, assistants on field trips, and Amador Parent Advisory Committee members.

Our school welcomes parent and community participation. Please contact the principal if you would like to become involved.

State Priority: Pupil Engagement

Last updated: 1/12/2018

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

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

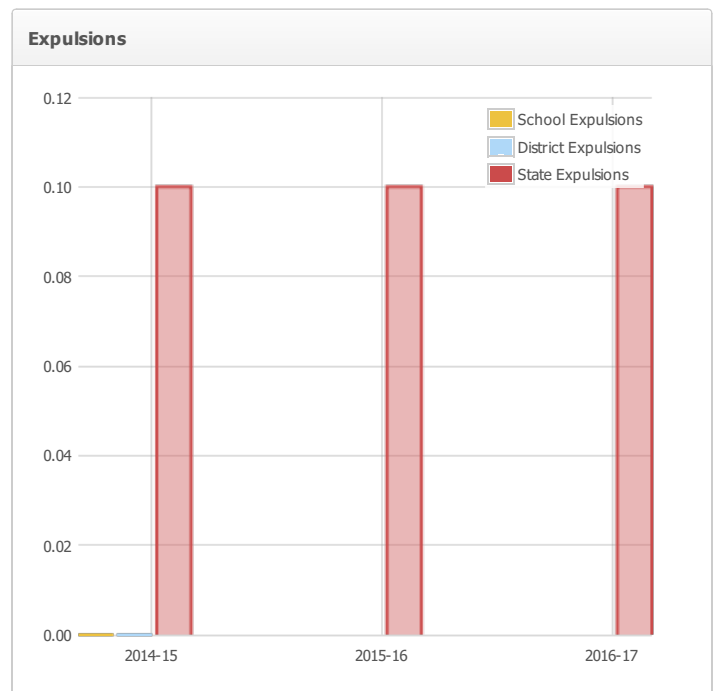
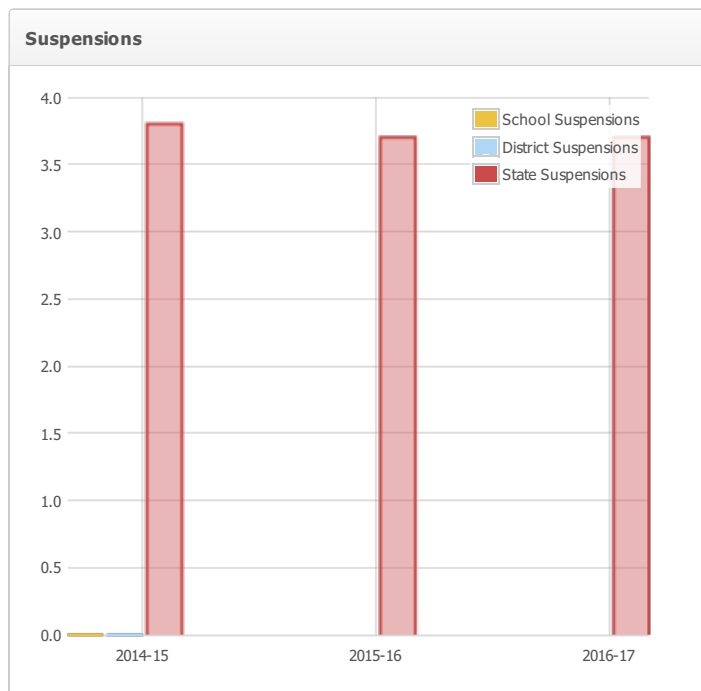
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/12/2018

School Safety Plan (School Year 2017-18)

Shenandoah Valley Charter School strives to maintain a safe, healthy, and orderly campus that encourages positive attitudes in students and staff. Safety hazards are reported by all staff. The district maintenance department utilizes a computerized maintenance tracker. This allows our site to report any hazards in a very timely manner. Our most recent safety plan is available to law enforcement, at the site and at the school district office. It is updated annually and taken to the school board as required.

We have developed emergency plans to deal with threatening situations. All staff members have the opportunity to give input to the emergency plan. There is ongoing coordination between the principal and staff. We conduct fire, earthquake, and lock-down drills as required by Ed Code. The drills are discussed and procedures reviewed and changed as necessary.

All visitors and volunteers must sign in at the main office. The principal has a good rapport and working relationship with emergency personnel, both police and fire.

Last updated: 1/12/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	14.0	3	0	0	23.0	1	1	0
Mathematics	0.0	0	0	0	14.0	3	0	0	23.0	1	1	0
Science	0.0	0	0	0	16.0	5	0	0	17.0	4	2	0
Social Science	0.0	0	0	0	16.0	4	0	0	16.0	3	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/12/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9475.5	\$989.3	\$8486.2	\$52221.0
District	N/A	N/A	\$0.0	\$64055.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-20.4%
State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	25.4%	200.0%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

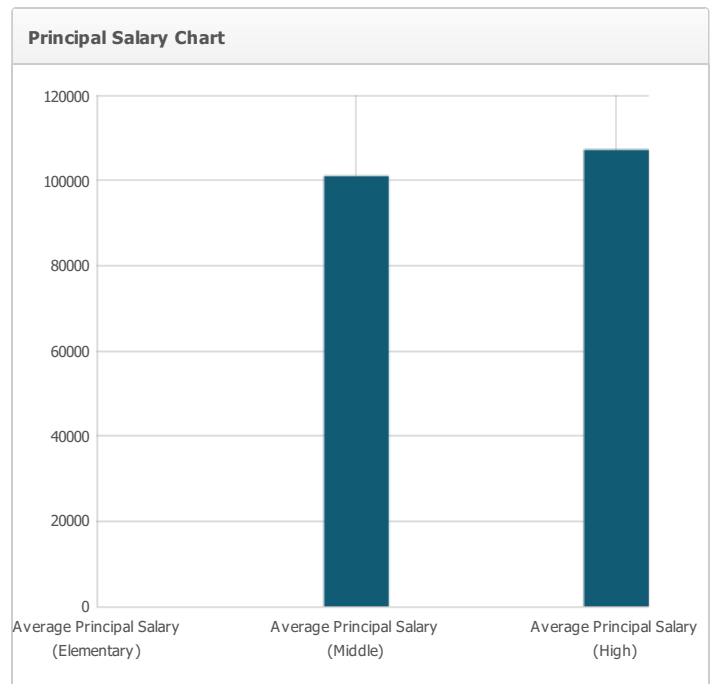
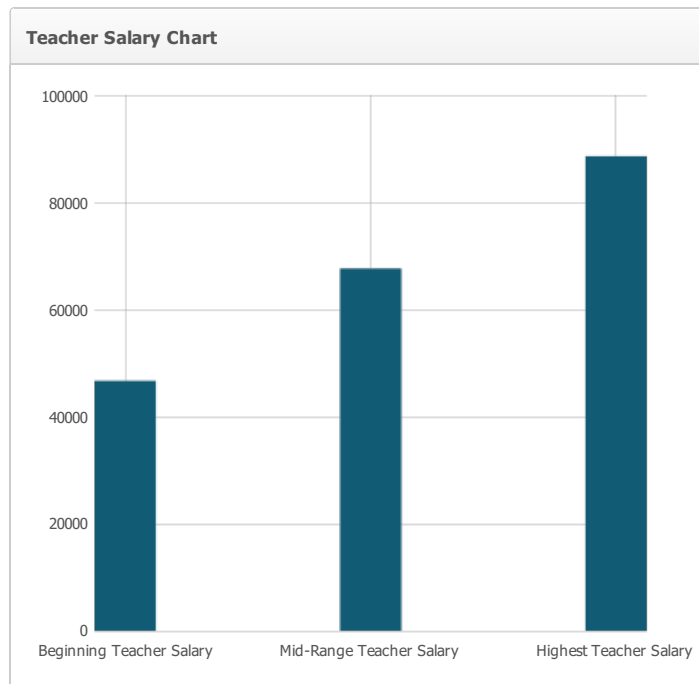
Shenandoah Valley Charter School is offers a broad array of electives and individual learning opportunities. With a full Makerspace, robotics program and project-based learning at the heart of the school, each student has the opportunity to explore their own interests. The school offers art, music, band, guitar, photography, foreign language, and other classes based on student interest.

Last updated: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,671	\$
Mid-Range Teacher Salary	\$67,636	\$
Highest Teacher Salary	\$88,601	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$101,034	\$
Average Principal Salary (High)	\$107,184	\$
Superintendent Salary	\$1	\$
Percent of Budget for Teacher Salaries	28.6%	0.0%
Percent of Budget for Administrative Salaries	4.0%	0.0%

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



Last updated: 1/17/2018

Professional Development

16/17: 4.5 days

15/16 4.5 days

14/15 4.5 days

In the 16/17 school year, we had a total of 4.5 days in the Amador County Schools calendar set aside for professional development and continuous professional growth. The areas of focus for these 4.5 days were selected using student achievement data, teacher surveys, needs determined by our Single Plans for Student Achievement, the new Common Core Standards, our instructional leadership team feedback, and implementation strategies thereof, as well as results from Response to Intervention classwork.

Professional development is delivered via after school workshops, summer institutes, release days and conference attendance – along with individual teacher mentoring. Teachers are supported through these processes with in-class coaching, teacher/principal coaching and discussions with focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

Last updated: 1/12/2018