

Shenandoah Valley

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Shenandoah Valley
Street	10010 Shenandoah Rd.
City, State, Zip	Plymouth, Ca, 95669
Phone Number	209-245-4284
Principal	Mr. Joseph Horacek, Principal
E-mail Address	joseph.horacek@acUSD.org
Web Site	https://shenandoah.amadorcoe.org/
County-District-School (CDS) Code	03100330129692

Last updated: 1/9/2019

School Description and Mission Statement (School Year 2018—19)

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.

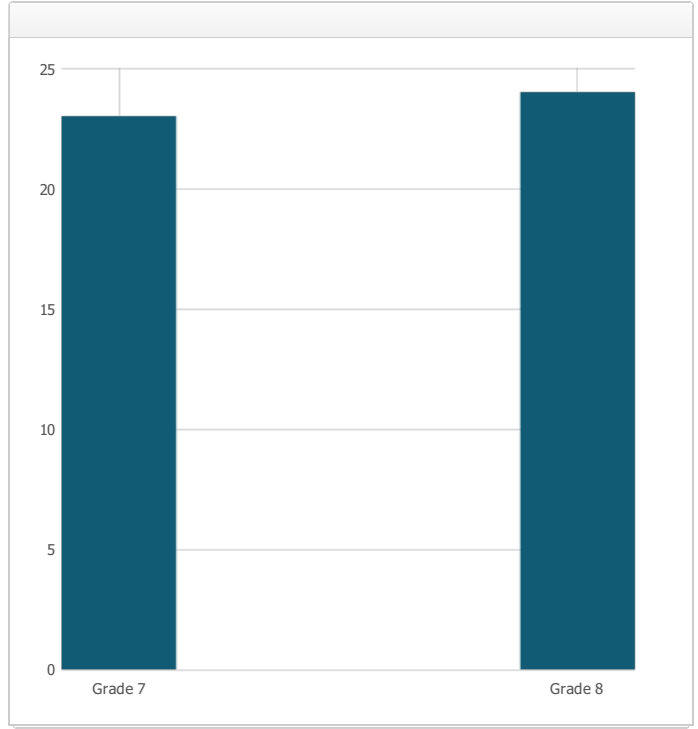
PHILOSOPHY: Shenandoah Valley School will help ensure we have divergently thinking students, who are lifelong learners prepared to pursue any avenue they desire. With this in mind, Shenandoah Valley School will provide the unique opportunity for students to participate in Common Core State Standards-based 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: 1/9/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 7	23
Grade 8	24
Total Enrollment	47



Last updated: 1/9/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	2.1 %
Asian	2.1 %
Filipino	%
Hispanic or Latino	14.9 %
Native Hawaiian or Pacific Islander	%
White	76.6 %
Two or More Races	2.1 %
Other	2.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.9 %
English Learners	%
Students with Disabilities	8.5 %
Foster Youth	%

A. Conditions of Learning

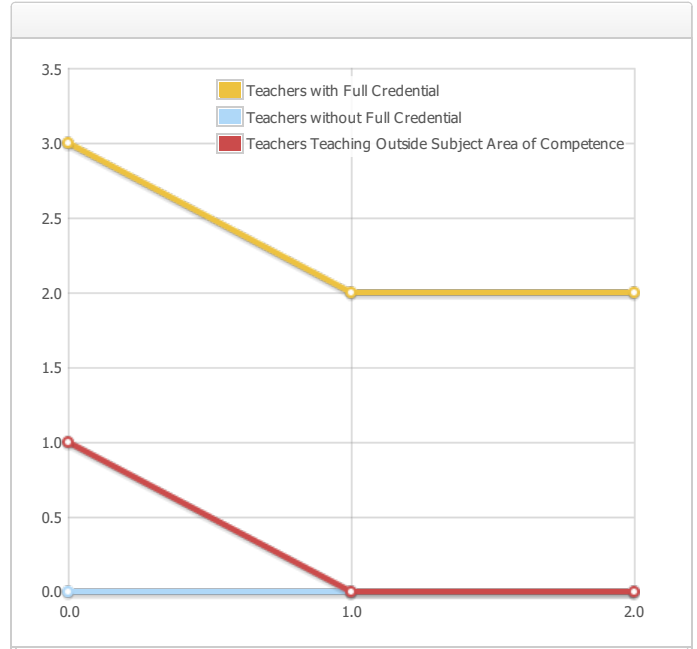
State Priority: Basic

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

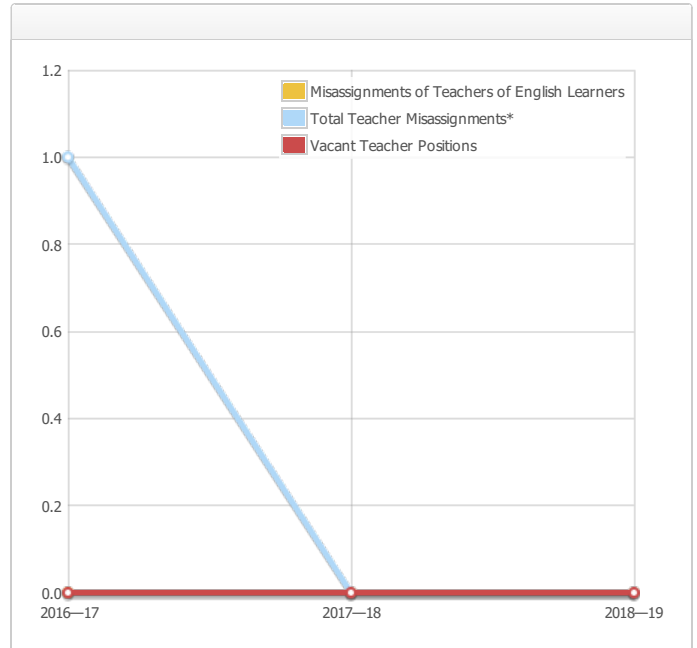
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	3	2	2	36
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	9



Last updated: 1/9/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0



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: 1/9/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 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: 1/16/2019

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: 1/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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	Fair	
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 2018

Overall Rating	Good
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Last updated: 1/16/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	42.0%	15.0%	21.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	12.0%	7.0%	6.0%	37.0%	38.0%

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.

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

Last updated: 1/9/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	43	100.00%	41.86%
Male	21	21	100.00%	19.05%
Female	22	22	100.00%	63.64%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	33	33	100.00%	42.42%
Two or More Races				
Socioeconomically Disadvantaged	20	20	100.00%	40.00%
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: 1/9/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.67%	11.90%
Male	21	21	100.00%	9.52%
Female	22	21	95.45%	14.29%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	33	32	96.97%	3.13%
Two or More Races				
Socioeconomically Disadvantaged	20	20	100.00%	15.00%
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: 1/9/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 1/9/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 1/9/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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

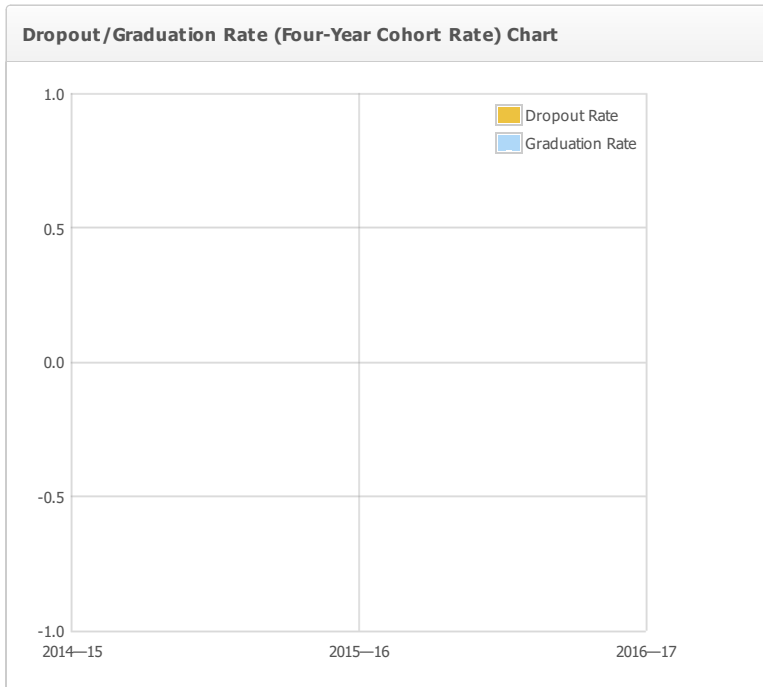
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	28.6%	10.7%	9.7%
Graduation Rate	--	--	--	50.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	36.4%	9.1%
Graduation Rate	--	45.5%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/9/2019

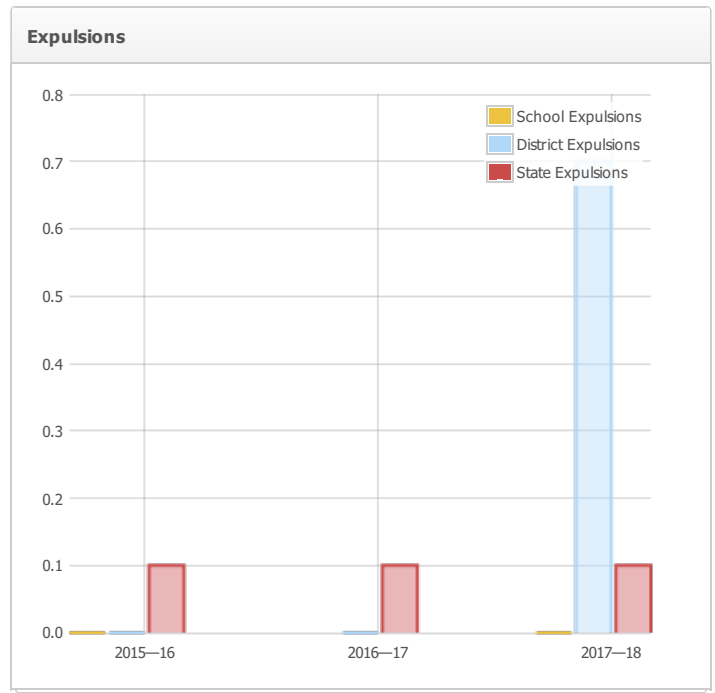
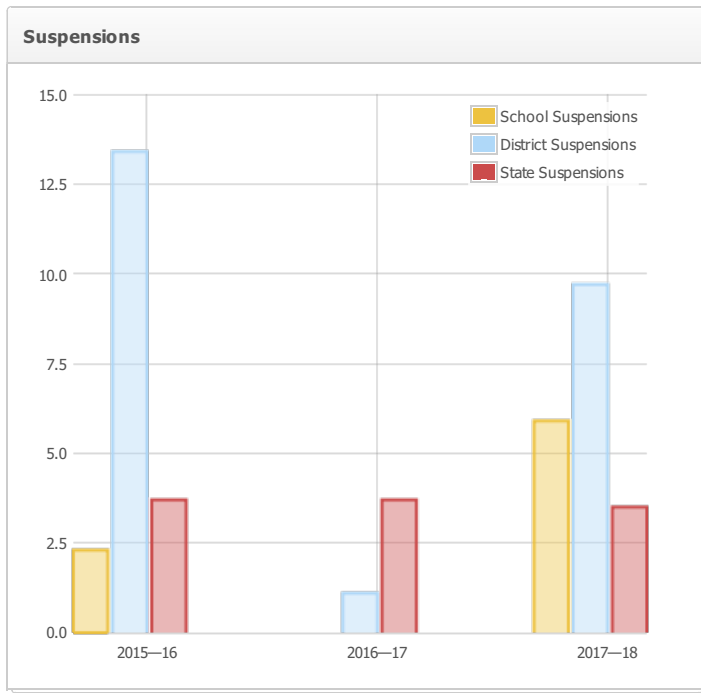
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.3%	--	5.9%	13.4%	1.1%	9.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	--	0.0%	0.0%	0.0%	0.7%	0.1%	0.1%	0.1%



Last updated: 1/9/2019

School Safety Plan (School Year 2018—19)

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: 1/9/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	14.0	3		
Mathematics	14.0	3		
Science	16.0	5		
Social Science	16.0	4		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	1	1	
Mathematics	23.0	1	1	
Science	17.0	4	2	
Social Science	16.0	3	1	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	48.0			2
Mathematics	24.0		4	
Science	24.0		2	
Social Science	48.0			1

* 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: 1/11/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.1	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: 1/16/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6857.3	\$81.9	\$6775.4	\$57124.8
District	N/A	N/A	\$4365.5	\$68025.0
Percent Difference – School Site and District	N/A	N/A	155.0%	-17.0%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	103.0%	-20.0%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

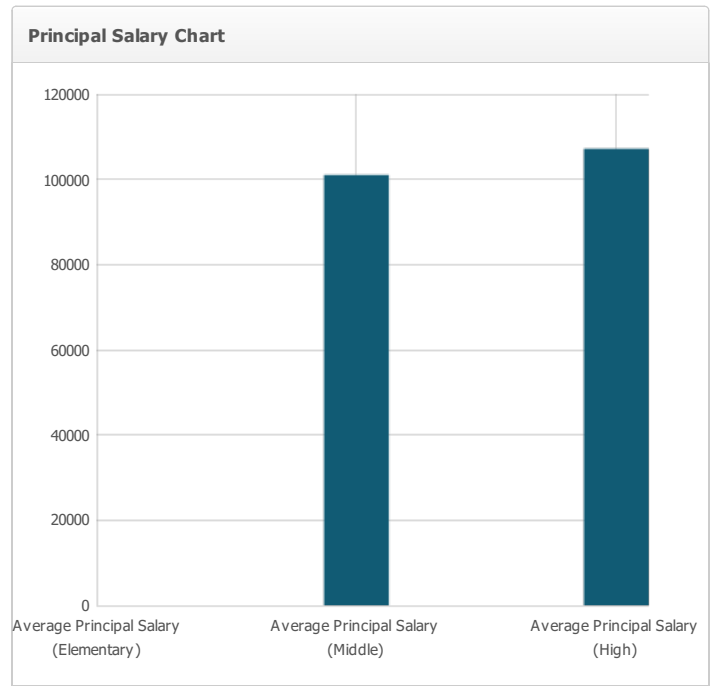
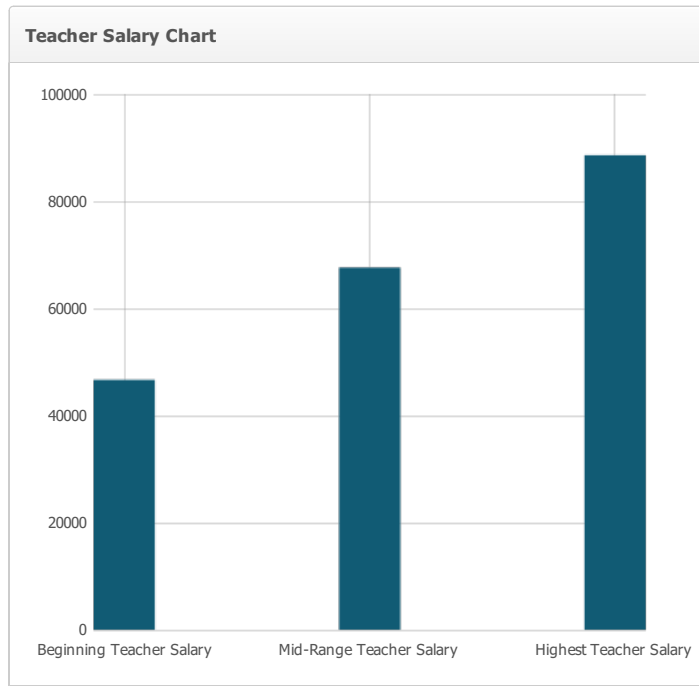
Shenandoah Valley Charter School is offers a broad array of electives and individual learning opportunities. With project-based learning at the heart of the school, each student has the opportunity to explore their own interests. The school offers art, music, band, guitar, photography, foreign language,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

Last updated: 1/16/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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	\$12	--
Percent of Budget for Teacher Salaries	81.4%	--
Percent of Budget for Administrative Salaries	4.0%	--

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



Last updated: 1/25/2019

Professional Development

18/19: 4.5 days

17/18: 4.5 days

16/17: 4.5 days

In the 18/19 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 days were selected using student achievement data, teacher surveys needs to be 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 site-based minimum day activities, 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 a focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

Last updated: 1/9/2019