

Shané Valley Academy Local Indicator Self-Reflection Tools 2024

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Provide the information below:

- Number/percentage of misassignments of teachers of ELs: **0/0%**
- total teacher misassignments: **0**
- vacant teacher positions: **0**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC). The data reported here should match the data reported in the 2021-22 SARC.

Implementation of State Academic Standards (LCFF Priority 2)

Recently Adopted Academic Standards and/or Curriculum Frameworks

- 1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science			x		

- 2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science			x		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			x		
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics			x		
Next Generation Science Standards		x			
History-Social Science		x			

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	N/A				
Health Education Content Standards	N/A				
Physical Education Model Content Standards			x		
Visual and Performing Arts			x		
World Language	N/A				

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					x
Identifying the professional learning needs of individual teachers				x	
Providing support for teachers on the standards they have not yet mastered			x		

Parental Involvement and Family Engagement (LCFF Priority 3)

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Required Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Strengths: The staff is visible (everyone is out and saying hello); the school sends messages in multiple ways (social media, newsletters, phone calls, emails, text messages) and the newsletters are translated to other languages. The Principal calls families daily (both for discipline and for positive calls). Teachers are expected to write to the class weekly. The school engages in many field trips and hosts regular events at school (Parent Advisory Council is very active). Many families are engaged and showing up to the events, as well as driving on field trips. This builds a positive school culture and encourages people to continue staying involved. For Staff Appreciation Week the parents provided a catered lunch for all staff, as well as coverage monitoring the playground at lunch so the staff could eat together. The SST process and system is utilized often and the school response to intervention needs early (RTI). A Student Support Specialist (SSS) is part of every classroom and collaborates with the classroom teacher for planning and supervision. They are aware of the needs of students and are empowered to engage with families to build relationships. The Principal consistently partnered with the Hopland band of Pomo Indians' Education Director to connect about students and families, as well as to share resources; which has been critical coming out of the pandemic learning years. Building this trusting relationship and resource-sharing is promoting inclusion and providing support to a traditionally underserved community.

In addition, the CalSCHLS surveys conducted in the spring of 2024 demonstrate our strengths and progress in Building Relationships Between School Staff and Families are:

- 64% of our students responded that “all the time” or “most of the time,” teachers and other grown ups at SVA care about them.
- 68% of our students responded that “all the time” or “most of the time,” teachers and other grown ups at SVA believe they can do a good job.
- 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.
- 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.
- 100% of staff responded that they “strongly agree” or “agree” SVA is a supporting and inviting place for staff to work.
- 100% of staff responded that they “strongly agree” or “agree” adults who work at SVA have close professional relationships with one another.
- 100% of staff responded that they “strongly agree” or “agree” adults who work at SVA really care about every student.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The Community Liaison (bilingual), a representative in PAC, facilitates in-person information sharing and provides a monthly one-pager in Spanish about current events. Focused on being available for the whole community, they ensure families know they can reach out when they need support. They also organize welcome-back-to-school events, teach parents how to use ParentSquare, and have recently been more visible in Cal surveys. Additionally, the Principal, responding to feedback for increased visibility, now greets families outside each morning to welcome them to the school. Focus areas include increasing online information sharing, holding in-person meetings about school procedures and policies, and hosting a monthly lunch at school for all families to visit, meet staff, and observe daily operations.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The Principal will consistently visit the education center at the Hopland Band of Pomo Indians to strengthen that partnership and provide resources such as informational fliers, youth supports, and a venue for family meetings. Additionally, the school will make regular phone calls to check in with EL families, especially to share event information and ensure they have access to everything. To build trust and support families with chronically absent students, additional phone calls, online messaging, fliers, and home visits will be needed.

The Principal and Community Liaison plan regular parent education events to discuss how attendance affects academic and social-emotional learning and to understand why families struggle with attendance so the school can help remove barriers. Furthermore, morning coffee sessions with the Principal and Community Liaison will support regular check-ins to improve communication and information sharing. They will also develop monthly parent education events and organize welcome-back events in the fall and after the new year.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Required Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The school is fostering an inclusive environment through a more formalized IEP process and a structured Family-Teacher interview process to set goals at the beginning of the year. These goals focus on student strengths, interests, and family culture, and address SEL, academic, and PBL goals such as collaboration and communication. This strengths-based document includes family goals for their child's education, and all information is compiled into a portfolio.

Both Family Interviews and Student Interviews are conducted, and students maintain a Learning Portfolio throughout the year, which they showcase at the end of the year alongside the last trimester report card. Students and families have three opportunities to showcase their learning during the PBL presentations at the end of each trimester. Multiple communication methods, including newsletters, emails, texts, and phone calls, have helped build strong

partnerships. Active parent bodies, such as the ELAC and PAC (Parent Advisory Committee), play a vital role in this process.

The school offers 12 teacher workdays dedicated to professional learning and planning to ensure trusting partnerships that enhance student outcomes. The Principal also attended three conferences to gain strategies and skills for building partnerships as a school leader. The Community Liaison is crucial in this effort, implementing a health fair with various community partners, leading the ELAC, and providing other support areas to ensure strong partnerships.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school will focus on providing consistent family education opportunities, such as Parent Education Nights, which emphasize community building, attendance, parenting, and child development. The Community Engagement Initiative plan laid the foundation to establish systems and support for interventions, training, partnerships with the Mendocino County Office of Education, and community outreach to enhance relationships and engagement. These efforts will help the school develop staff skills and strengths to use the curriculum effectively and integrate social-emotional learning skills, continuously improving student learning and connections.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The school will host ELAC meetings monthly, visit the HBPI monthly, and host school-wide engagement events monthly, to ensure all underrepresented families are engaged. The school will also ensure all teachers are trained on the same ELD curriculum and are able to support all EL learners with the curricular components. The school will also focus on communicating the importance of school attendance in family education events, and utilize multiple modes of communication to improve the daily attendance rate. In addition, the Community Engagement Initiative supports our focus on community input and diverse perspectives. By offering training and hosting conferences, the team includes students, parents, staff, and administrators to identify priorities related to the Community Schools Pillars: Integrated Student Supports, Collaborative Leadership and Practices, Expanded and Enhanced Learning Opportunities, and Active Family and Community Engagement.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in

this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Required Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

There is strong collaboration between families, teachers, and the Principal on the Parent Advisory Committee (PAC). The PAC makes decisions about the types of events they think will be most meaningful for the school community. They also make decisions about the fundraisers that will be best and most equitable for the community. The Community Family Liaison and the leadership team plan community-wide events to ensure engagement improves and meet the needs of the community.

The CalSCHLS surveys conducted in the spring of 2024 demonstrate our strengths and progress in seeking Input for Decision-Making with the following data:

- 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.
- 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.
- 88% of staff responded that they “strongly agree” or “agree” SVA promotes personnel participation in decision-making that affects school practices.
- 96% of staff responded that they “strongly agree” or “agree” SVA encourages opportunities for students to decide things like class activities or rules
- 100% of staff responded that they “strongly agree” or “agree” SVA gives all students equal opportunity to participate in classroom discussions or activities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

To strengthen educational partners' participation in decision-making, SVA will focus on several key initiatives. Improved communication with the Expanded Learning Opportunities Program will create a seamless connection between school and after-school activities. Efforts to engage English Learner families will be enhanced through partnerships and increased access to resources, supported by our Community Liaison. In addition, we will focus on improving messaging about important meetings such as Board, ELAC, and PAC meetings, using various communication channels to ensure all families are informed and encouraged to participate. More family engagement nights will be hosted to provide platforms for families to share their opinions and collaborate with staff.

Regular feedback mechanisms, such as surveys and open forums, will be implemented to continuously gather and act on community input. Transparent communication will be maintained to show how family feedback influences school decisions. Included in regular feedback mechanisms are our monthly coffee with the Principal and Community Liaison to improve communications

on the day to day operations of the school and a continual connection to the goals and outcomes in our LCAP.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

SVA is dedicated to ensuring that underrepresented families have a strong voice in decision-making. To foster better communication and support, SVA will bring all important flyers and information to the education center at the tribe, holding meetings there to directly engage with tribal families. This initiative aims to improve support and ensure these families are well-informed.

Additionally, SVA will host separate meetings for different parent groups, scheduling these at more accessible and consistent times to accommodate working families. Recognizing the unique needs of English Language Learner (ELL) families, SVA will implement targeted engagement practices, including monthly ELAC events that provide meals and childcare, making it easier for these families to participate. To ensure no family misses out on important information, SVA will share all details with the Hopland Band of Pomo Indians (HBPI), ensuring that families engaged with HBPI stay informed even if they cannot attend meetings.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters).

DATA: Reflect on the key learnings from the survey results and share what the LEA learned.

The climate survey conducted by SVA in the spring through CalSCHLS 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.

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.

USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already

implemented actions, did you see the results you were seeking?

The Parent Advisory Council and the ELAC have partnered to create numerous fun events for students, including over ten activities this year such as Spirit Weeks and a Fall Festival. Bear Bucks, a positive reinforcement tool, allow students to earn and redeem prizes, while youth leadership programs have been effective during unstructured time and buddy class sessions, with older students modeling BEAR Behaviors for younger students.

The school communicates weekly with families through ParentSquare and hosts monthly events for the school community, including trimester Exhibitions of Learning for PBL. During Indigenous Peoples Month, the school celebrates with an assembly, and the Principal and two staff members are collaborating with a tribal leader to form a Culture Committee. This committee aims to integrate Pomo curriculum and language into the school day.

Efforts are being made to bring all flyers to the tribe's education center and offer meetings there to improve support and communication. Both the tribe and the school intend to share events at each site and continue to build partnerships through joint events to foster trust and connectedness.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Shanel Valley Academy uses teacher credentials, classroom schedules, and master schedules in PowerSchool to ensure all students have access to and are enrolled in a broad course of study. All students receive access to the core subjects (Math, ELA, Science, and Social Studies), as well as instruction in the Arts, Engineering, and Physical Education. Art instruction is embedded in our core curriculum. This coursework is provided to all students including students in unduplicated groups and individuals with exceptional needs. Supports are put in place if necessary for students with exceptional needs to participate.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Shanel Valley Academy offers a rigorous academic program that serves a

diverse student body. All students receive instruction in English, Science, Social Science, Math, Physical Education, and the Arts.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Shanel Valley Academy is a small charter school focused on preparing students to be confident, equipped, intentional, and collaborative 21st Century thinkers who are motivated and skilled to meet the challenges of their rapidly changing world. Due to staffing and physical space constraints, we cannot expand our course offerings any further this year.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Shanel Valley Academy will continue to incorporate a broad course of study into the regular school day and seek opportunities to provide our students with enrichment opportunities in other areas of study.