

Sacramento Valley Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.



Sheila Gibson, Principal

Principal, Sacramento Valley Charter

About Our School

Sacramento Valley Charter School (SVCS) is a charter school approved by Washington Unified School District. We opened our doors in 2011 with fifty students in grades K-3. Our student population has grown to serve two hundred and thirty five student serving grades K-8. We serves students from West Sacramento, Elk Grove, Natomas and Antelope communities.

Our school offers transportation to students from surrounding districts that wish to attend SVCS. Our school environment fosters high expectations of each student and supports excellence for all students. All students have access to a common core standards curriculum and the world language of Punjabi.

On behalf of the Board of Directors we invite parents and guardians to help us by encouraging their child to do their very best to learn, excel and compete. We invite you to visit our school to attend parent meetings and to be involved in your student's education. Open communication between home and school are essential partnerships to ensure positive and successful educational experiences for your child. We encourage our families to become involved in school activities to promote responsible students prepared to meet the challenges of the 21st century.

Contact

*Sacramento Valley Charter
2399 Sellers Way
West Sacramento, CA 95691-3046*

*Phone: 916-596-6422
E-mail: sgibson.svcs@gmail.com*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Washington Unified School District
Phone Number	(916) 375-7600
Superintendent	Linda C. Luna
E-mail Address	lluna@wusd.k12.ca.us
Web Site	http://www.wusd.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Sacramento Valley Charter
Street	2399 Sellers Way
City, State, Zip	West Sacramento, Ca, 95691-3046
Phone Number	916-596-6422
Principal	Sheila Gibson, Principal
E-mail Address	sgibson.svcs@gmail.com
Web Site	www.sacvalleycharter.org
County-District-School (CDS) Code	57726940124875

Last updated: 4/14/2016

School Description and Mission Statement - Most Recent Year

SACRAMENTO VALLEY CHARTER SCHOOL **Home of the Lions !**

Our mission is to create an inspiring and challenging learning environment for our children and to promote a culture of strong social and family values.

Our Vision:

A charter school with strong community support and participation that provides a rigorous, standards based curriculum and individualized support for all children. A safe and compassionate learning environment that promotes love of learning among children while meeting their academic, social, and emotional needs. A highly professional, fully certified staff that builds an uncompromising commitment to learn, compete and excel.

The Local Control Accountability Plan (LCAP) is a comprehensive planning tool to describe and guide school action and expenditure to meet students' goals for students' achievement. The LCAP was approved by the Board of Directors in 2014 and is reviewed annually for updates.

Special Program:

All students at SVCS learn California World Language Program in the subject of Punjabi which is one of the Indo-European Languages. Students study the language for 40 minutes every day. The World Language Program is intended to support the core curriculum in ELA and Mathematics and is fully aligned with the common core content standards. According to the latest research, learning another language develops students intellectually, emotionally and personally.

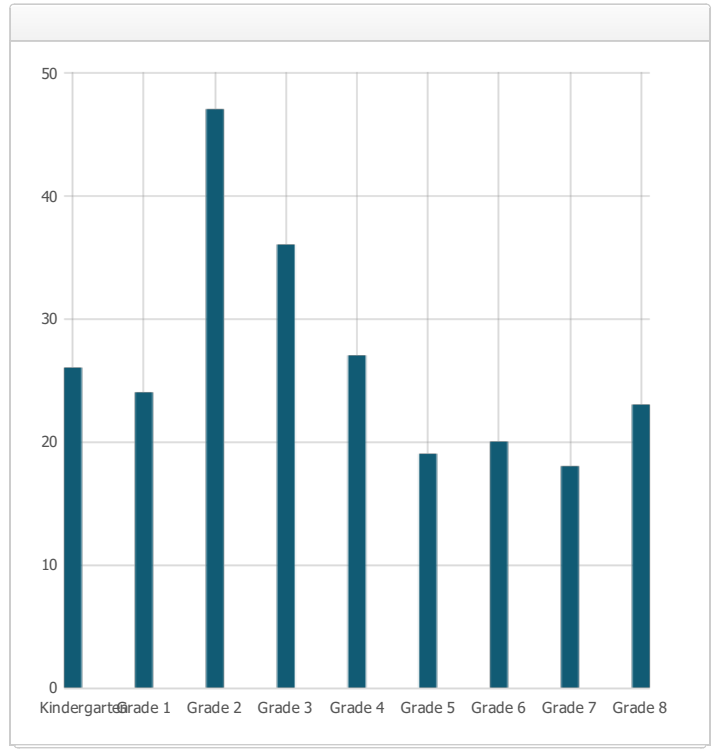
School Leadership

School leadership is a shared responsibility of the administration, staff, students and parents. The Board of Directors is the major governing body that meets monthly to develop school policies and discuss components of the school program for effective implementation of school mission, goals and vision. Staff members, parents and teachers participate in various ways to discuss the board decisions regarding the priority and directions of the school to maintain students' enrollment and a balanced school experience.

Last updated: 4/14/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	26
Grade 1	24
Grade 2	47
Grade 3	36
Grade 4	27
Grade 5	19
Grade 6	20
Grade 7	18
Grade 8	23
Total Enrollment	240



Last updated: 4/14/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.0 %
Asian	96.3 %
Filipino	0.0 %
Hispanic or Latino	1.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	0.4 %
Two or More Races	0.4 %
Socioeconomically Disadvantaged	12.5 %
English Learners	28.8 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

Last updated: 4/14/2016

A. Conditions of Learning

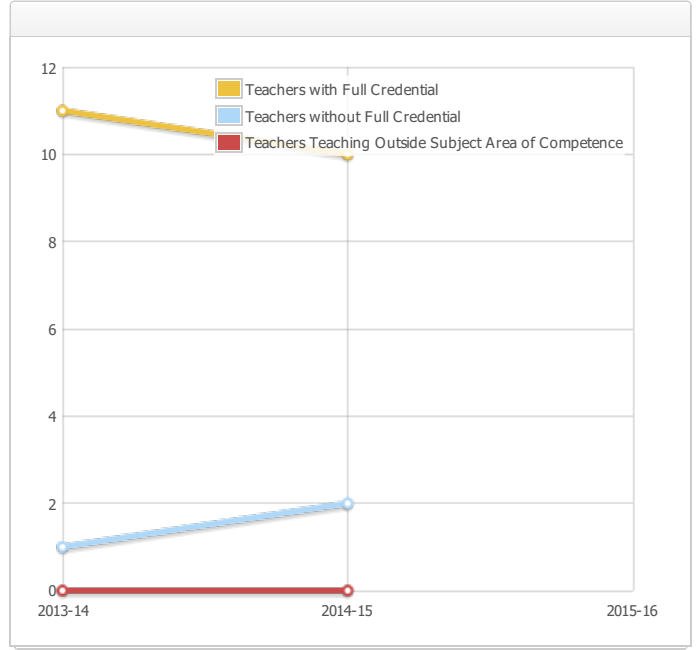
State Priority: Basic

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

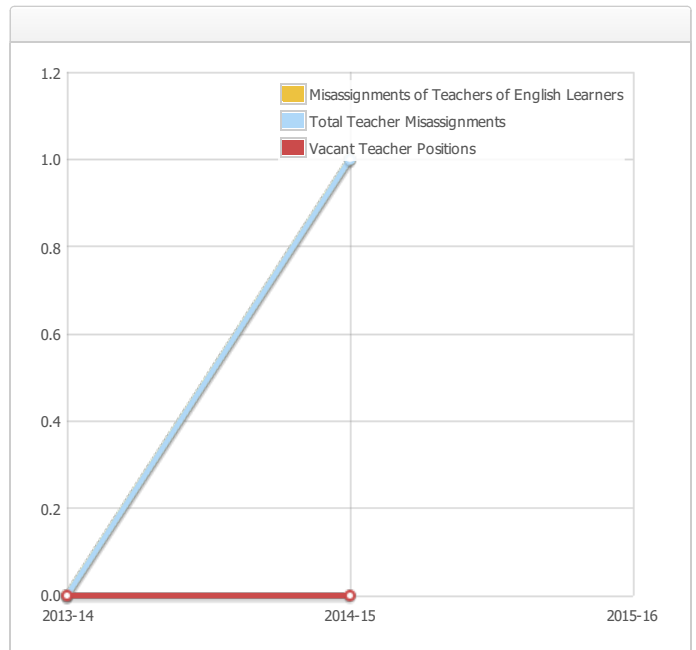
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	10		
Without Full Credential	1	2		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 4/14/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments*	0	1	
Vacant Teacher Positions	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: 4/14/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2010

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall (K-8)	Yes	0.0 %
Mathematics	Holt, Rhinert & Winston (K-2, 4,5) , Go Math (3rd-5th grade), Prentice Hall (6,7,8)	Yes	0.0 %
Science	Harcourt and Brace	Yes	0.0 %
History-Social Science	Glencoe (K-8)	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 4/14/2016

School Facility Conditions and Planned Improvements - Most Recent Year

A new building was constructed in August, 2014. This building houses the office, six classrooms, three restrooms, lounge, storage room, and multi-purpose room. The other building houses seven classrooms, lounge, and computer lab. The following is a list of items inspected by building manager, and school administration.

-Systems: Gas system and pipes, Mechanical System(heating, ventilation, and air conditioning) Sewer
 Interior: floors , ceilings walls, and window casings , screens
 Cleanliness: Pest control, school grounds, common areas, classrooms
 Electrical: System interior and exterior

Restrooms/Fountains: Restrooms, sinks, drinking fountain, (interior/exterior)
 Safety: Fire safety equipment, emergency systems (interior/exterior)
 Structural: Structural conditions, stairs, parking lot, elevator (interior/exterior)

Last updated: 4/14/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: June 2014

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	Fair	Completed infrastructure wiring, February 2015
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Screens replaced on some windows

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: June 2014

Overall Rating	Good
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Last updated: 4/14/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	36.0%	44.0%
Mathematics (grades 3-8 and 11)	38.0%	26.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 4/14/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	38	35	92.1%	37.0%	34.0%	17.0%	9.0%
Male	38	21	55.3%	43.0%	29.0%	19.0%	10.0%
Female	38	14	36.8%	29.0%	43.0%	14.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	38	29	76.3%	38.0%	28.0%	21.0%	10.0%
Filipino	38	1	2.6%	--	--	--	--
Hispanic or Latino	38	3	7.9%	--	--	--	--
Native Hawaiian or Pacific Islander	38	1	2.6%	--	--	--	--
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	38	10	26.3%	--	--	--	--
English Learners	38	8	21.1%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 4/14/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	26	25	96.2%	52.0%	20.0%	12.0%	16.0%
Male	26	13	50.0%	62.0%	15.0%	8.0%	15.0%
Female	26	12	46.2%	42.0%	25.0%	17.0%	17.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	26	25	96.2%	52.0%	20.0%	12.0%	16.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	26	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	26	5	19.2%	--	--	--	--
English Learners	26	9	34.6%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 4/14/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	18	16	88.9%	88.0%	6.0%	6.0%	0.0%
Male	18	12	66.7%	83.0%	8.0%	8.0%	0.0%
Female	18	4	22.2%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	18	16	88.9%	88.0%	6.0%	6.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	18	1	5.6%	--	--	--	--
English Learners	18	6	33.3%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 4/14/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	20	90.9%	5.0%	40.0%	40.0%	15.0%
Male	22	8	36.4%	--	--	--	--
Female	22	12	54.5%	0.0%	33.0%	42.0%	25.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	19	86.4%	5.0%	37.0%	42.0%	16.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	1	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	2	9.1%	--	--	--	--
English Learners	22	2	9.1%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 4/14/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	18	16	88.9%	25.0%	44.0%	25.0%	6.0%
Male	18	9	50.0%	--	--	--	--
Female	18	7	38.9%	--	--	--	--
Black or African American	18	1	5.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	18	15	83.3%	27.0%	40.0%	27.0%	7.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	18	3	16.7%	--	--	--	--
English Learners	18	5	27.8%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 4/14/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	24	100.0%	8.0%	46.0%	46.0%	0.0%
Male	24	12	50.0%	17.0%	67.0%	17.0%	0.0%
Female	24	12	50.0%	0.0%	25.0%	75.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	24	24	100.0%	8.0%	46.0%	46.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	24	2	8.3%	--	--	--	--
English Learners	24	1	4.2%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 4/14/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	38	35	92.1%	11.0%	40.0%	40.0%	9.0%
Male	38	21	55.3%	10.0%	29.0%	52.0%	10.0%
Female	38	14	36.8%	14.0%	57.0%	21.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	38	29	76.3%	7.0%	41.0%	45.0%	7.0%
Filipino	38	1	2.6%	--	--	--	--
Hispanic or Latino	38	3	7.9%	--	--	--	--
Native Hawaiian or Pacific Islander	38	1	2.6%	--	--	--	--
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	38	10	26.3%	--	--	--	--
English Learners	38	8	21.1%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 4/14/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	26	25	96.2%	28.0%	40.0%	20.0%	12.0%
Male	26	13	50.0%	23.0%	38.0%	23.0%	15.0%
Female	26	12	46.2%	33.0%	42.0%	17.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	26	25	96.2%	28.0%	40.0%	20.0%	12.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	26	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	26	5	19.2%	--	--	--	--
English Learners	26	9	34.6%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 4/14/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	18	16	88.9%	56.0%	38.0%	6.0%	0.0%
Male	18	12	66.7%	58.0%	33.0%	8.0%	0.0%
Female	18	4	22.2%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	18	16	88.9%	56.0%	38.0%	6.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	18	1	5.6%	--	--	--	--
English Learners	18	6	33.3%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 4/14/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	20	90.9%	10.0%	30.0%	30.0%	30.0%
Male	22	8	36.4%	--	--	--	--
Female	22	12	54.5%	8.0%	25.0%	42.0%	25.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	19	86.4%	5.0%	32.0%	32.0%	32.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	1	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	2	9.1%	--	--	--	--
English Learners	22	2	9.1%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 4/14/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	18	16	88.9%	19.0%	50.0%	19.0%	13.0%
Male	18	9	50.0%	--	--	--	--
Female	18	7	38.9%	--	--	--	--
Black or African American	18	1	5.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	18	15	83.3%	20.0%	47.0%	20.0%	13.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	18	3	16.7%	--	--	--	--
English Learners	18	5	27.8%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
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Last updated: 4/14/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	24	100.0%	38.0%	25.0%	25.0%	13.0%
Male	24	12	50.0%	50.0%	25.0%	17.0%	8.0%
Female	24	12	50.0%	25.0%	25.0%	33.0%	17.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	24	24	100.0%	38.0%	25.0%	25.0%	13.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	24	2	8.3%	--	--	--	--
English Learners	24	1	4.2%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 4/14/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45.0%	58.0%	57.0%	53.0%	54.0%	53.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 4/14/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	53.0%
All Students at the School	57.0%
Male	56.0%
Female	75.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	57.0%
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 4/14/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	31.2%	25.0%
7	11.8%	41.2%	35.3%

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: 4/14/2016

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 - Most Recent Year

Parents and the community are very supportive of the educational program at Sacramento Valley Charter School. Parents can participate in PTO (Parent Teacher Organization) and activities at the school that support student council and field trips. Parent volunteers are encouraged to work with staff and administration on a variety of tasks. Parents who wish to become involved in school activities are encouraged to call the office at 916 596-6422 and leave a message for teachers and/or PTO President.

All parents are invited to attend Scholar's Award Assemblies every first Thursday of the month.

School Leadership

School leadership is a shared responsibility of the administration, staff, students and parents. The Board of Directors is the major governing body that meets monthly to develop school policies and discuss components of the school program for effective implementation of school mission, goals and vision.

Staff members, parents and teachers participate in various ways to discuss the board decisions regarding the priority and directions of the school to maintain students' enrollment and a balanced school experience.

State Priority: Pupil Engagement

Last updated: 4/14/2016

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

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

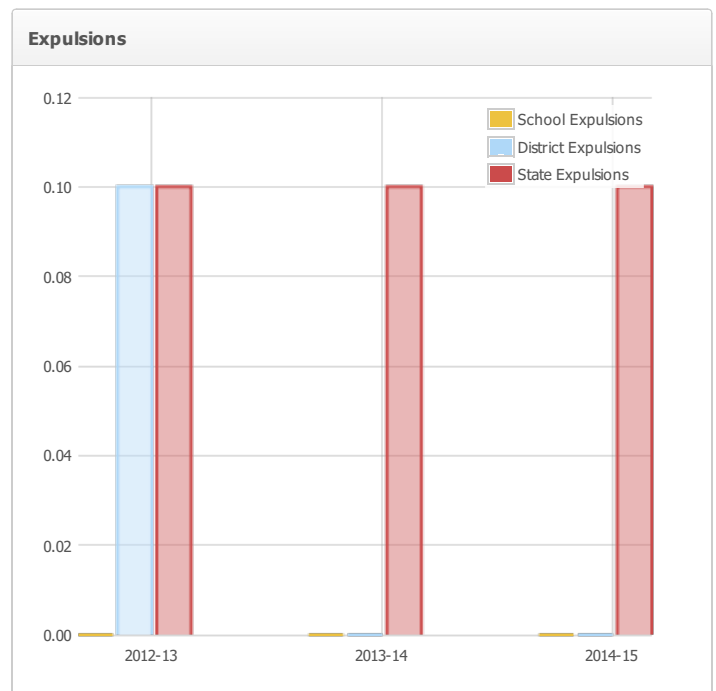
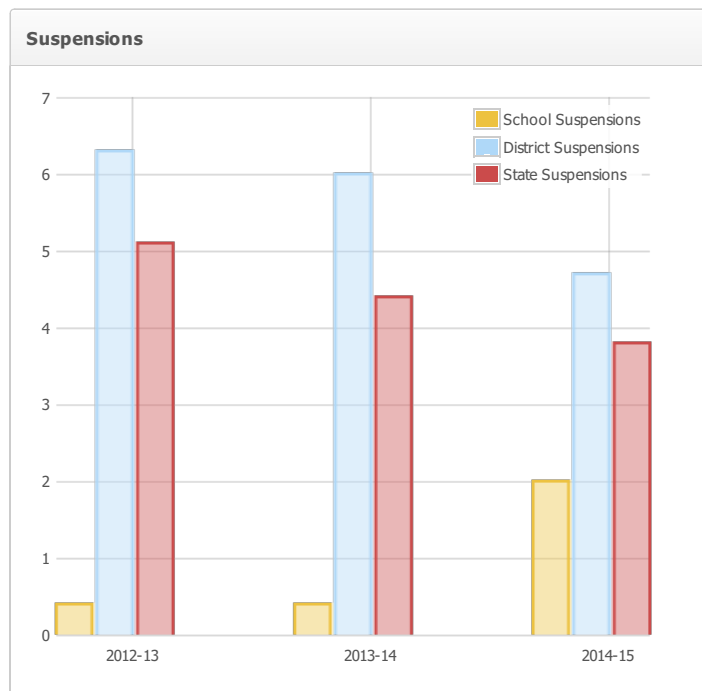
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.4	0.4	2.0	6.3	6.0	4.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1



Last updated: 4/14/2016

School Safety Plan - Most Recent Year

A safe campus is crucial to effective learning. The Board of Directors approved a Comprehensive School Safety Plan in 2011. Annual reviews occur in February of each year.

Access to the school by members of the public is controlled by fencing, video cameras and all visitors must be approved by administration. Visitors must also sign-in and wear a visible visitor pass at all times while on the school site. The office has eight screen monitor on the premises, inside of hallway, multi-purpose room and exterior of building. The parking lot is well lit and allows for safe activities after dark.

The School safety plan has procedures for fire drill, earthquake, tornado, lockdown and health emergencies. The plan is shared with the students, staff, parents and reviewed with Board of Directors. A copy of the plan is kept in our administrative office.

We are proud of our zero-tolerance bullying policy . Our students are respectful and considerate of others and live up to our school motto, Learn, Compete, Excel. We accept students all year and invite you to tell others about us and join our school community.

Last updated: 4/14/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	No	

Last updated: 4/14/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$59003.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 4/14/2016

Types of Services Funded (Fiscal Year 2014-15)

Services and Programs to support Common Core instruction include:

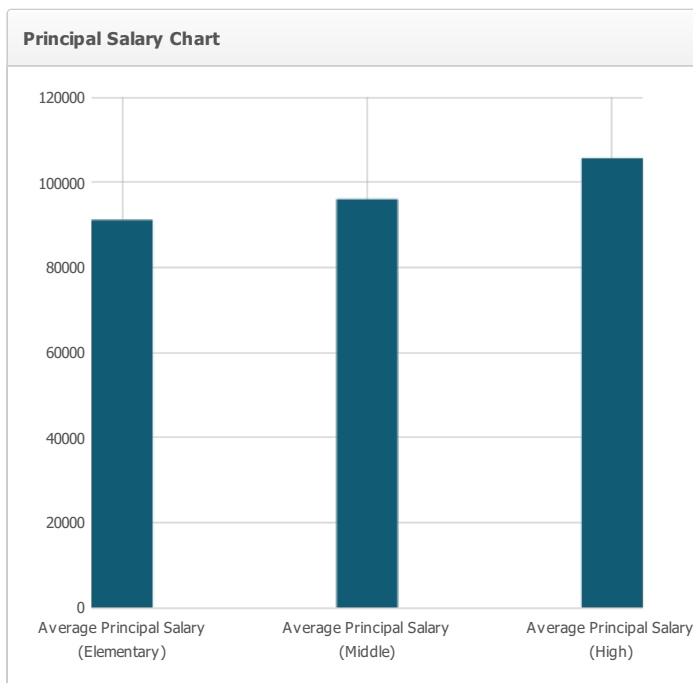
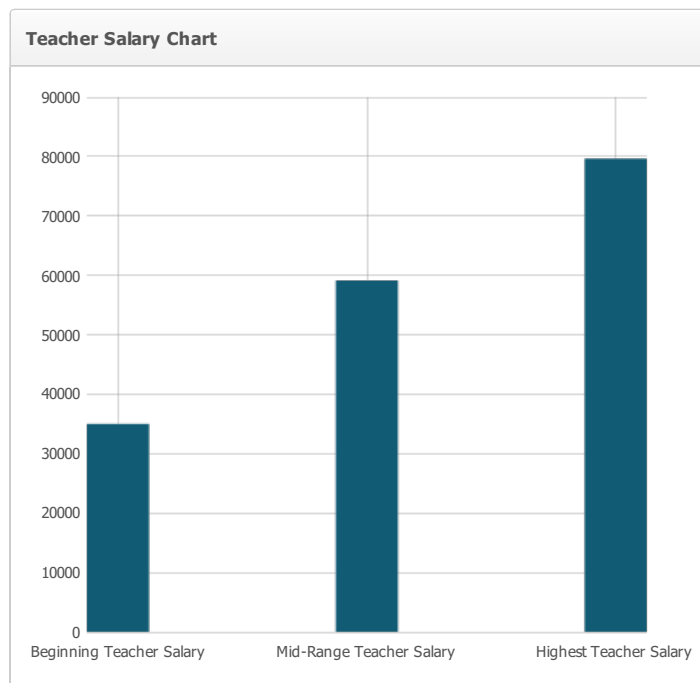
- Instructional Support Personnel in core subjects
- English Language Learner Support
- Instructional Material
- Field Trips
- Home to School Transportation

Last updated: 4/14/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$42,315
Mid-Range Teacher Salary	\$59,136	\$66,451
Highest Teacher Salary	\$79,653	\$85,603
Average Principal Salary (Elementary)	\$91,135	\$105,079
Average Principal Salary (Middle)	\$96,005	\$111,005
Average Principal Salary (High)	\$105,658	\$121,310
Superintendent Salary	\$173,309	\$189,899
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 4/14/2016

Professional Development – Most Recent Three Years

SVCS provides high quality, research based staff development in the areas of Common Core Standards (CCS) implementation strategies, writing across the curriculum and other subject area content. Seven teachers are provided BTSA (Beginning Teacher S Assistance) in the area of California Professional Standards for Teaching (CPSTS), student assessment, classroom management, and classroom strategies that include working with English language learners. For the 2014-15 school year, SVCS dedicates one day each month to staff development training. In 2012-13 and 2013-14 no days were dedicated to professional development.

Last updated: 4/14/2016