

Sacramento Valley Charter School

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Shelia Gibson, Principal

Principal, Sacramento Valley Charter School

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 consists of two hundred and thirty five student serving grades K-8. We serve 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 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 School
2399 Sellers Way
West Sacramento, CA 95691-3046*

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Washington Unified
Phone Number	(916) 375-7600
Superintendent	Linda Luna
E-mail Address	lluna@wusd.k12.ca.us
Web Site	http://www.wusd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Sacramento Valley Charter School
Street	2399 Sellers Way
City, State, Zip	West Sacramento, Ca, 95691-3046
Phone Number	916-596-6422
Principal	Shelia Gibson, Principal
E-mail Address	sgibson.svcs@gmail.com
Web Site	www.sacvalleycharter.org
County-District-School (CDS) Code	57726940124875

Last updated: 3/18/2017

School Description and Mission Statement (School Year 2016-17)

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

The school has a full time principal and twenty percent time of a vice-principal.

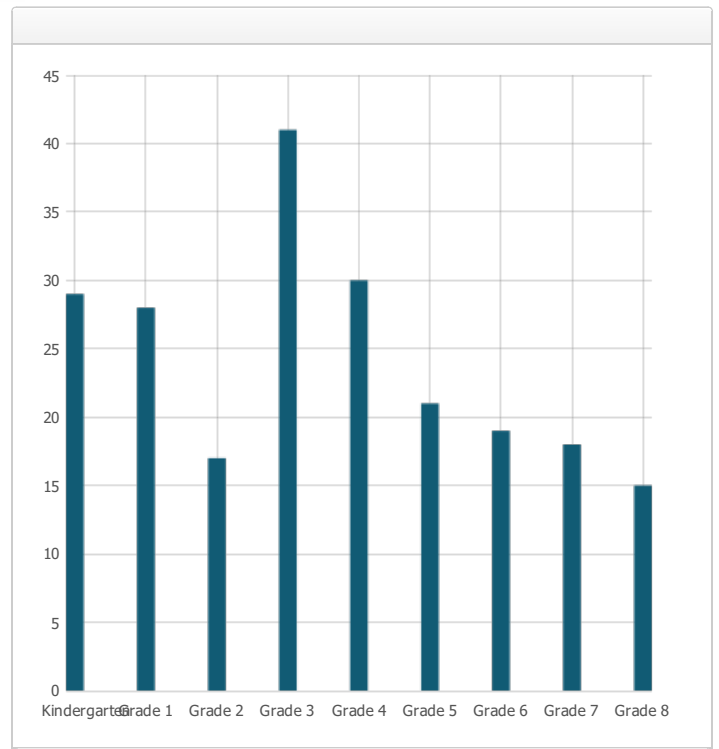
School leadership is a shared responsibility of the administration, staff, students and parents. The Board of Directors is the major governing body that meets monthly to develop school policies and discuss components of the school program for effective implementation of school mission, goals and vision.

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: 4/26/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	29
Grade 1	28
Grade 2	17
Grade 3	41
Grade 4	30
Grade 5	21
Grade 6	19
Grade 7	18
Grade 8	15
Total Enrollment	218



Last updated: 3/18/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.0 %
Asian	89.9 %
Filipino	0.0 %
Hispanic or Latino	3.7 %
Native Hawaiian or Pacific Islander	0.9 %
White	0.9 %
Two or More Races	1.4 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	20.2 %
English Learners	36.7 %
Students with Disabilities	0.0 %
Foster Youth	1.4 %

Last updated: 3/18/2017

A. Conditions of Learning

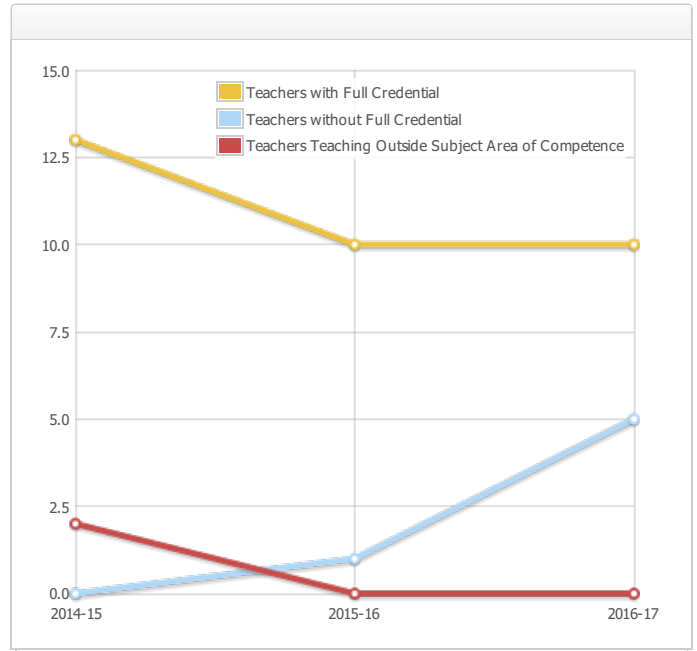
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	10	10	
Without Full Credential	0	1	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	



Last updated: 4/26/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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: 4/26/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	0.0%	0.0%
Low-Poverty Schools in District	0.0%	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.

Last updated: 3/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2014

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 only), 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)	N/A	N/A	0.0 %

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

Last updated: 4/26/2017

School Facility Conditions and Planned Improvements

SVCS has 14 classrooms and one computer laboratory. Charter Safe inspected the school site in September. Our school has a multi-purpose room and the use of a lunch hall. Our administration building is located on Sellers Way along with six K-3rd grade classrooms. The building on Evergreen is occupied by grades 4-8, Punjabi classrooms and has two administrative offices.

The buildings are maintained by custodians, the grounds are maintained by a gardener, and repairs are sometimes contracted out. Restrooms are expected throughout the day and cleaned daily. SVCS has cameras throughout the school hallways, multi-purpose room and around the perimeter of the building. A TV monitor in the office has 9 screens that are active throughout the day. Our school is safe and secure.

Last updated: 4/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2015

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	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Screens needed on some windows

Overall Facility Rate

Year and month of the most recent FIT report: August 2015

Overall Rating	Good
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Last updated: 4/26/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	38.0%	36.0%	43.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	38.0%	30.0%	27.0%	31.0%	34.0%	36.0%

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.

Last updated: 3/18/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.7%	33.3%
Male	19	19	100.0%	21.1%
Female	24	23	95.8%	43.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	36	97.3%	36.1%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	15	15	100.0%	26.7%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 3/18/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	32	97.0%	34.4%
Male	23	22	95.7%	36.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.0%	35.7%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 3/18/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	22	95.7%	27.3%
Male	--	--	--	--
Female	13	12	92.3%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	30.0%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 3/18/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	20	90.9%	40.0%
Male	15	14	93.3%	28.6%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	28.6%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 3/18/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	18	100.0%	66.7%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.0%	80.0%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 3/18/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	15	100.0%	40.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	42.9%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 3/18/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.7%	28.6%
Male	19	19	100.0%	36.8%
Female	24	23	95.8%	21.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	36	97.3%	33.3%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	15	15	100.0%	26.7%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 3/18/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	32	97.0%	31.3%
Male	23	22	95.7%	36.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.0%	32.1%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 3/18/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	23	95.8%	21.7%
Male	--	--	--	--
Female	14	13	92.9%	15.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	23.8%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 3/18/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	20	90.9%	20.0%
Male	15	14	93.3%	21.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	28.6%
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	--	--	--	--

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Last updated: 3/18/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	18	100.0%	50.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.0%	60.0%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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: 3/18/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	15	100.0%	33.3%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	35.7%
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: 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 on the CAAs divided by the total number of students who participated in both assessments.

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: 3/18/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	58.0%	57.0%	59.0%	54.0%	53.0%	51.0%	60.0%	56.0%	54.0%

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

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

Last updated: 3/18/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	38	37	97.4%	59.5%
Male	17	17	100.0%	52.9%
Female	21	20	95.2%	65.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	34	34	100.0%	58.8%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	14	14	100.0%	35.7%
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 3/18/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.8%	13.6%	50.0%
7	22.2%	16.7%	44.4%

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: 3/18/2017

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parent Involvement

Parents are an integral part of student success. Sacramento Valley Charter Schools is welcoming environment from the front office to the classrooms. Prior to the opening of school in August, families are invited to meet their child's teacher, tour the school building and meet other parents.

The Parent Teacher Organization (PTO) is present to greet parents and encourage them to become involved in school. As a school that busses students from three locations, the bus drivers greet parents and establish bus pick-up points. Minutes from PTO meetings are posted on Google Cloud to share information.

Parents are invited to attend field trips with their child's classroom. Throughout the year the PTO supports and sponsors activities to enrich the education of all students. Parents participate in a yearly survey, plan activities, support homework, attend parent teacher conferences and promote a positive school environment.

Parents and the school administration continually collaborate to plan educational support and enrichment activities to support student learning. Our Parent Teacher Organization (PTO) provides input to as we establish our LCAP priorities. Many parent volunteers assist with field trips, school assemblies, book fairs and activities to support classrooms. We invite you to get involved by attending a PTO meeting, following us on Facebook and visiting our website.

State Priority: Pupil Engagement

Last updated: 4/26/2017

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

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

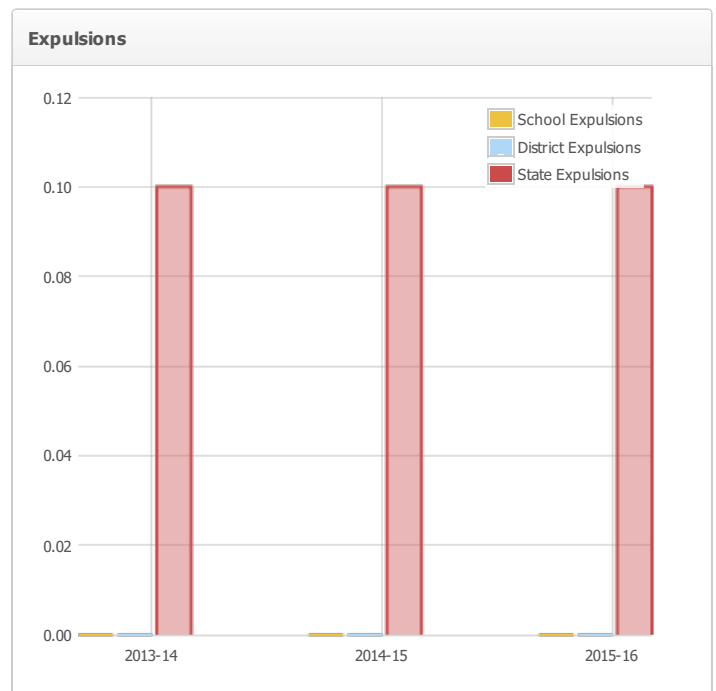
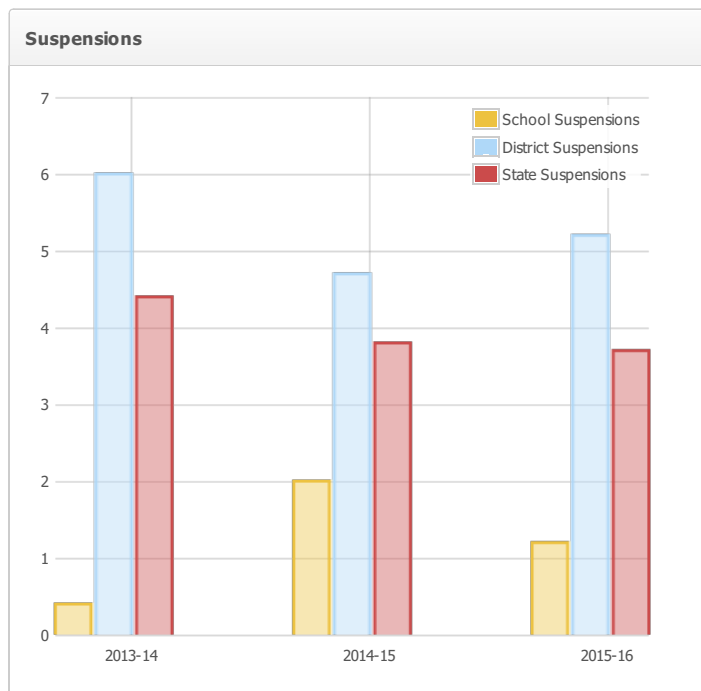
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	2.0	1.2	6.0	4.7	5.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 3/18/2017

School Safety Plan (School Year 2016-17)

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 an eight screen monitor of the premises inside of hallway, multi-purpose room and exterior of building.

The School safety plan has procedures for fire drill, earthquake, tornado, lockdown and health emergencies and all necessary telephone numbers are current. 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: 4/26/2017

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 (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	1	0	25.0	0	1	0	15.0	2	0	0
1	20.0	2	0	0	24.0	0	1	0	24.0	0	1	0
2	22.0	0	2	0	24.0	0	2	0	22.0	0	1	0
3	28.0	0	1	0	18.0	2	0	0	15.0	2	0	0
4	23.0	0	1	0	27.0	0	1	0	15.0	2	0	0
5	21.0	0	1	0	19.0	1	0	0	23.0	0	1	0
6	24.0	0	1	0	20.0	1	0	0	20.0	1	0	0
Other	0.0	0	0	0	0.0	0	0	0	19.0	1	1	0

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

Last updated: 4/26/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$63198.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 3/18/2017

Types of Services Funded (Fiscal Year 2015-16)

SVCS offers a comprehensive educational program for all students. School site programs include:

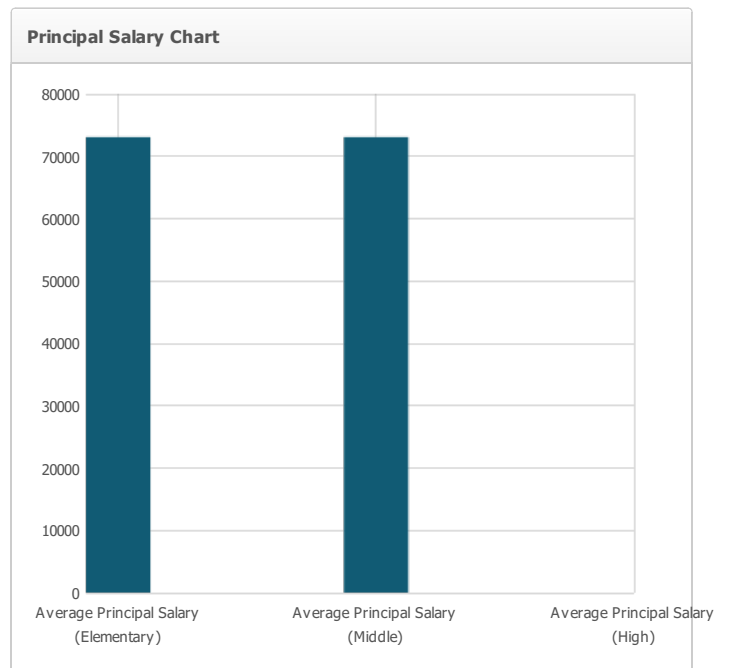
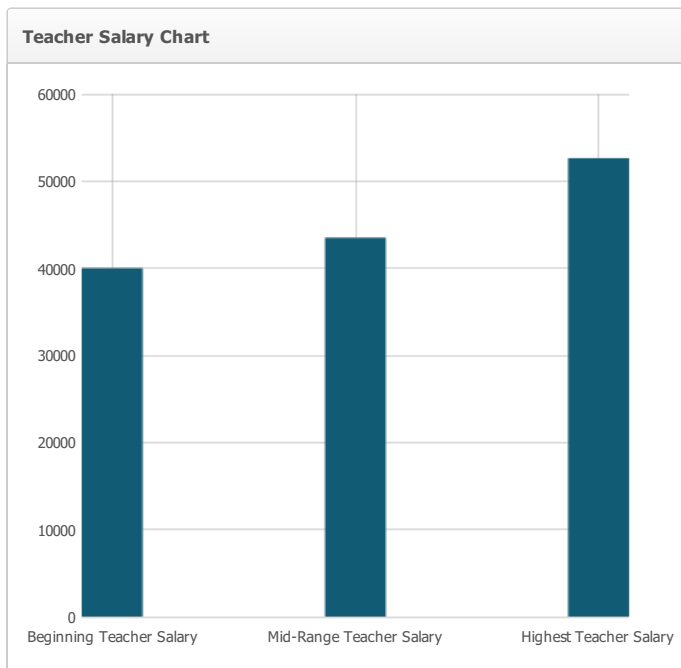
- General operations – Instructional Services, materials, and support for all students
- Accelerated Grammar Classes- for all students in ELA
- Student Council - Student Leadership (Talent Show, Field Trips, etc.)

Last updated: 4/26/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	\$43,821
Mid-Range Teacher Salary	\$43,500	\$69,131
Highest Teacher Salary	\$52,636	\$89,259
Average Principal Salary (Elementary)	\$73,084	\$108,566
Average Principal Salary (Middle)	\$73,084	\$115,375
Average Principal Salary (High)	--	\$125,650
Superintendent Salary	--	\$198,772
Percent of Budget for Teacher Salaries	82.0%	37.0%
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: 4/26/2017

Professional Development

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 2015-16 school year, SVCS dedicates one day each month to staff development training.

Last updated: 4/26/2017