



# Sacramento Valley Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## About This School

### Contact Information (School Year 2018-19)

School Contact Information	
School Name	Sacramento Valley Charter School
Street	2399 Sellers Way
City, State, Zip	West Sacramento, CA 95691-3046
Phone Number	916.596.6422
Principal	Amrik Singh
E-mail Address	asingh@sacvalleycharter.org
Web Site	www.sacvalleycharter.org
CDS Code	57726940124875

District Contact Information	
District Name	Sacramento Valley Charter School
Phone Number	916.596.6422
Superintendent	Amrik Singh
E-mail Address	asingh@sacvalleycharter.org
Web Site	<a href="http://www.sacvalleycharter.org/">http://www.sacvalleycharter.org/</a>

### School Description and Mission Statement (School Year 2018-19)

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 take part in our California World Language Program in Punjabi, Punjabi being an Indo-European Language. 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.

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.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	24
Grade 1	28
Grade 2	33
Grade 3	34
Grade 4	16
Grade 5	29
Grade 6	27
Grade 7	24
Grade 8	14
<b>Total Enrollment</b>	<b>229</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.0
Asian	89.1
Filipino	0.4
Hispanic or Latino	3.5
Native Hawaiian or Pacific Islander	1.3
White	1.3
Socioeconomically Disadvantaged	70.3
English Learners	38.9
Students with Disabilities	0.4
Foster Youth	0.9

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	14	14	15	15
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	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.

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

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt California Excursions (K), Curriculum Associates iReady (1-8)	Yes	
Mathematics	KinderMath (K), Curriculum Associates Ready Math (1-2) , Harcourt Go Math (3-6), Big Ideas Math (7-8)	Yes	
Science	Pearson (K-8)	Yes	
History-Social Science	Pearson (K-8)	Yes	
Foreign Language	Maulsari Series, Punjabi (K-8)	Yes	

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Screens needed on some windows

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	57.0	63.0	43.0	45.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	47.0	58.0	30.0	32.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	150	136	90.67	62.50
<b>Male</b>	79	71	89.87	52.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	71	65	91.55	73.85
Black or African American	--	--	--	--
Asian	126	120	95.24	60.83
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	82	94.25	57.32
English Learners	83	71	85.54	47.89
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	143	95.33	58.04
Male	79	76	96.2	53.95
Female	71	67	94.37	62.69
Black or African American	--	--	--	--
Asian	126	123	97.62	58.54
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	84	96.55	55.95
English Learners	83	78	93.98	43.59
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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 physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5	25.9	14.8
7	12.5	8.3	45.8

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

#### Parent Involvement

Parents are an integral part of student success. Sacramento Valley Charter School is a 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: 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.2	4.2	0.4	5.2	6.2	5.5	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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.

**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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	2			58	1		1	24		1	
1	28		1		16	2			28		6	
2	17	1			14	2			17	12		
3	21	1	1		17	1			34			6
4	30		1		14	2			16	6		
5	21		1		25		1		14	10	1	
6	18	2			20	2			27		7	

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,992	0	\$8,992	\$45,269
District	N/A	N/A	\$8,992	\$45,269
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	23.2	-51.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

SVCS makes available to students services such as public library access, physical education with independent contractor (SWEAT Team), ELL and mathematics assistance in-house. Special Education is provided via MOU with Washington Unified School District.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,547
Mid-Range Teacher Salary		\$74,775
Highest Teacher Salary		\$93,651
Average Principal Salary (Elementary)		\$116,377
Average Principal Salary (Middle)		\$122,978
Average Principal Salary (High)		\$135,565
Superintendent Salary		\$222,853
Percent of Budget for Teacher Salaries	35.0	35.0
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/>.

**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. Six teachers are provided BTSA (Beginning Teacher Support & 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 2018-19 school year, SVCS dedicates one day each month to staff development training.