

Sacramento Valley Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Dr. Amrik Singh
Email Address	asingh@sacvalleycharter.org
School Website	www.sacvalleycharter.org
County-District-School (CDS) Code	57726940124875

2022-23 District Contact Information

District Name	Sacramento Valley Charter School
Phone Number	916.596.6422
Superintendent	Dr. Amrik Singh
Email Address	asingh@sacvalleycharter.org
District Website Address	http://www.sacvalleycharter.org/

2022-23 School Overview

SACRAMENTO VALLEY CHARTER SCHOOL WEST SACRAMENTO CALIFORNIA
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 during

2022-23 School Overview

June 2022 for the adoption for the 2023 school year and is reviewed annually for updates.

Special Program:

All students at SVCS take part in our California World Language Program in Punjabi. Punjabi is an Indo-European Language that students learn for 45 minutes every day in school. The World Language Program is intended to support the core curriculum in ELA, Mathematics and Science which is fully aligned with the common core content standards. According to the latest research, learning another language starting from Kindergarten develops students intellectually, emotionally and personally.

School Leadership

The school has a full time Principal/Superintendent. School leadership is a shared responsibility of the SVCS Board, administration, staff, students and parents. The Board of Directors 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	34
Grade 2	41
Grade 3	20
Grade 4	19
Grade 5	42
Grade 6	31
Grade 7	28
Grade 8	17
Total Enrollment	266

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
American Indian or Alaska Native	0.0
Asian	90.2
Black or African American	2.6
Filipino	0.4
Hispanic or Latino	4.5
Native Hawaiian or Pacific Islander	1.1
Two or More Races	0.0
White	1.1
English Learners	35.3
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	83.8
Students with Disabilities	4.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	65.71	330.60	84.03	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.71	4.80	1.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.10	23.77	12.00	3.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.60	1.44	12115.80	4.41
Unknown	0.80	4.74	40.20	10.23	18854.30	6.86
Total Teaching Positions	17.50	100.00	393.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	English Language Arts: Harcourt California Excursions (K), Curriculum Associates iReady (1-8), Online Edmentum Diagnostics, BrainPop, Flocabulary, Nearpod, Renaissance Accelerated Reading program, myON, Pear Deck, Reading Eggs	Yes	0
Mathematics	KinderMath (K), Curriculum Associates Ready Math (1-2) , Harcourt Go Math (3-6), Big Ideas Math (7-8)	Yes	0
Science	Social Sciences and History: Pearson (K-8)	Yes	0
History-Social Science	Science :Pearson (K-8)	Yes	0
Foreign Language	Maulsari Series, Punjabi (K-8)	Yes	0
Visual and Performing Arts	Typing Club	No	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	68	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	156	97.50	2.50	67.95
Female	72	71	98.61	1.39	76.06
Male	88	85	96.59	3.41	61.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	142	141	99.30	0.70	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	38	92.68	7.32	26.32
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	123	121	98.37	1.63	66.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	159	99.38	0.62	53.46
Female	72	72	100.00	0.00	58.33
Male	88	87	98.86	1.14	49.43
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	142	142	100.00	0.00	56.34
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	41	100.00	0.00	19.51
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	123	122	99.19	0.81	50.82
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	38.46	42.11	NT	24.27	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100	0	42.11
Female	20	20	100	0	60
Male	37	37	100	0	32.43
American Indian or Alaska Native	0	0	0	0	0
Asian	48	48	100	0	39.58
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	11	11	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100	0	38.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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. 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. In order to keep our attendance above average, we involve parents of chronically absent students by meeting with them to address these issues. 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. We encourage parents to attend our board meetings and site council meetings to address any concerns they might have. Parent teacher conferences are held annually for all. Additionally, parents are invited to Award Assemblies, Spelling Bee contests, and several other events.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	297	285	42	14.7
Female	130	124	11	8.9
Male	167	161	31	19.3
American Indian or Alaska Native	1	1	0	0.0
Asian	261	253	33	13.0
Black or African American	8	7	2	28.6
Filipino	1	1	0	0.0
Hispanic or Latino	19	16	7	43.8
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	0	0.0
English Learners	139	137	24	17.5
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	254	243	38	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	12	5	41.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.34	3.50	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.68	2.36	0.06	4.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.10	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.36	0.00
Female	0.00	0.00
Male	4.19	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.30	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	0.00

2022-23 School Safety Plan

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

Access to the school by members of the public is secured 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. Each classroom has a direct phone line in case of emergencies or any other needs. A copy of the plan is kept in our administrative office. In each meeting, the school Board is updated about the School Safety.

There is a 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 Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	28		3	
2	21		3	
3	18	4		
4	20	5		
5	22	4		1
6	17	8		
Other	19	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	21	3	3	
2	24		3	
3	23		3	
4	19	6		
5	19	6		
6	16	16		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	17	6		
2	21	3	3	
3	20	3		
4	19	3		
5	21	3	3	
6	15	16		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,794	\$2,924	\$6,870	\$50,025
District	N/A	N/A	\$8,992	\$75,826
Percent Difference - School Site and District	N/A	N/A	-26.8	-41.0
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	4.1	-49.7

2021-22 Types of Services Funded

SVCS makes available to students services such as public library access, physical education with independent contractor (SWEAT Team), ELL, mathematics assistance in-house, home-to-school transportation and no-cost lunch. Special Education is provided through contracts with State-approved NPAs and in coordination with El Dorado Charter SELPA.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,547	\$52,478
Mid-Range Teacher Salary	\$73,575	\$80,810
Highest Teacher Salary	\$99,101	\$101,276
Average Principal Salary (Elementary)	\$113,817	\$127,080
Average Principal Salary (Middle)	\$132,191	\$134,264
Average Principal Salary (High)	\$145,026	\$147,200
Superintendent Salary	\$230,000	\$242,351
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

SVCS provides high quality, research based staff development in the areas of Common Core Standards (CCS) and NGSS implementation strategies, writing across the curriculum and other subject area content. Five teachers are supported and 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 2020-21 school year, SVCS dedicates one day each month to staff development training.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6