

School Accountability Report Card Reported Using Data from the 2023–24 School Year

California Department of Education

For: Sacramento Valley Charter School

Address: 2399 Sellers Way, West Sacramento, CA 95691-3046

Phone: (916) 596-6422

Principal: Dr. Vendetta Dozier-Brown

Grade Span: TK-8

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Entity	Contact Information
District Name	Washington Unified School District
Phone Number	(916) 375-7600
Superintendent	Dr. Cheryl P. Hildreth
Email Address:	childreth@wusd.k12.ca.us
Website	http://www.sacvalleycharter.org

Table 2: School Contact Information (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Entity	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. Vendetta Dozier-Brown
Email Address	vdbrown@sacvalleycharter.org
Website	www.sacvalleycharter.org
Grade Span	TK-8
County-District-School (CDS) Code	57 72694 0124875

Table 3: School Description and Mission Statement (School Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide information about the school, its program, and its goals.

VISION:

A charter school with strong community support and participation that provides 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.

MISSION:

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

Table 4: Student Enrollment by Grade Level (School Year 2023–24)*Entire table - data provided by the CDE (DPC)*

Grade Level	Number of Students
Transitional Kindergarten	18
Kindergarten	37
Grade 1	41
Grade 2	44
Grade 3	46
Grade 4	46
Grade 5	34
Grade 6	22
Grade 7	37
Grade 8	39
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	364

Table 5: Student Enrollment by Student Group (School Year 2023–24)
Entire table - data provided by the CDE (DPC)

Student Group	Percent of Total Enrollment
Female	46.83%, 170
Male	53.16%, 193
Non-Binary	0%, 0
American Indian or Alaska Native	0.275%, 1
Asian	93.1%, 338
Black or African American	0.551, 2
Filipino	0.275%, 1
Hispanic or Latino	4.13%, 15
Native Hawaiian or Pacific Islander	0.826%, 3
Two or More Races	2.75%, 10
White	4.13%, 15
English Learners	112
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	35.53%, 129
Students with Disabilities	05.23%, 19

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.

Table 6: Teacher Preparation and Placement (School Year 2020–21)*Entire table - data provided by the CDE (DPC)*

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	228,366.10	83.12
Intern Credential Holders Properly Assigned	1	5.71	4.80	1.23	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.10	23.77	12.00	3.06	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.60	1.44	12,115.80	4.41
Unknown/Incomplete/NA	0.80	4.74	40.20	10.23	18,854.30	6.86
Total Teaching Positions	17.50	100	393.50	100	274,759.10	100

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.

Table 7: Teacher Preparation and Placement (School Year 2021–22)*Entire table - data provided by the CDE (DPC)*

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)	13.70	78.79	339.40	84.60	234,405.20	84
Intern Credential Holders Properly Assigned	.70	4.06	4.70	1.17	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	15.70	3.91	12,001.50	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.10	1.54	11,953.10	4.28
Unknown/Incomplete/NA	2.90	17.10	35.20	8.77	15,831.90	5.67
Total Teaching Positions	17.40	100	401.20	100	279,044.80	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent 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.

Table 8: Teacher Preparation and Placement (School Year 2022–23)

Entire table - data provided by the CDE (DPC)

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)	24					
Intern Credential Holders Properly Assigned	2					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions						

Note: The data in this table is based on 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.

**Table 9: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Entire table - data provided by the CDE (DPC)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0	0	0
Misassignments		0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments		0	0

**Table 10: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Entire table - data provided by the CDE (DPC)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Table 11: Class Assignments*Entire table - data provided by the CDE (DPC)*

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	–	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	–	0	0

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)*Entire table – data provided by the LEA (DPL)**Year and month in which the data were collected:*

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K: Harcourt California Excursions; Gr. 1-8: Curriculum Associates-I-Ready; Online Edmentum Diagnostics, BrainPOP; Flocabulary, Nearpod, Renaissance Accelerated Reading Program; myON, Pear Deck; Reading Eggs/ Year of Adoption:20-21	0
Mathematics	K: KinderMath; Gr 1-2: Curriculum Associates Ready Math; Gr 3-6: Harcourt Go Math; Gr 7-8: Big Ideas Math	0
Science	Gr K-8: Pearson	0
History-Social Science	Gr K-8: Pearson	0
Foreign Language	Gr K-8 Punjabi: Maulsari Series	0
Health	Gr. K-8: Pearson Science	0
Visual and Performing Arts	McGraw-Hill: Spotlight on Music	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

Table 13: School Facility Conditions and Planned Improvements

*Narrative provided by the LEA (DPL) – Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

Sacramento Valley Charter School maintenance personnel and the school's administration ensure proper maintenance of the school's campus and facilities. There are thorough, ongoing, routine inspections. Emergency and repairs are given the highest priority.

A maintenance schedule has been established to ensure that all classrooms, restrooms, offices, eating areas, staff workrooms, assembly areas, and indoor and outdoor play spaces are clean, well-maintained, and in good repair. Office personnel and the administration work with custodial staff to develop a cleaning schedule to assure maintenance of a clean, hygienic, and safe campus environment.

Table 14: School Facility Good Repair Status*Entire table – data provided by the LEA (DPL)*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 rate for each system inspected
- The overall rating

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: Electrical		x		Additional Circuit Breakers will be installed
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		Current Playground is being reviewed for zoning permits.

Overall Facility Rate*Entire table – data provided by the LEA (DPL)***Year and month of the most recent FIT report:** [DPL]**Table 15: Overall Rating**

Exemplary	Good	Fair	Poor
	x		

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Entire table - data provided by the CDE (DPC)

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–2 3	District 2023–24	State 2022–2 3	State 2023–24
English Language Arts/Literacy (grades 3-8 and 11)	67.25	63.85	40.77	41.74	47.04	47.04
Mathematics (grades 3-8 and 11)	65.24	51.77	25.32	27.30	35.54	35.54

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Table 17: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Entire table - data provided by the CDE (DPC)
Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	213	93%	7%	63.85%
Female	120	112	93%	7%	69.64
Male	109	101	93%	7%	57.42%
American Indian or Alaska Native	–	–	–	–	–
Asian	200	188	94%	6%	66.49%
Black or African American	–	–	–	–	–
Filipino	–	–	–	–	–
Hispanic or Latino	13	13	100%	0%	30.76%
Native Hawaiian or Pacific Islander	–	–	–	–	–
Two or More Races	5	5	–	–	–
White	5	5	100%	–	–
English Learners	172	168	98%	2%	75.6%
Foster Youth	–	–	–	–	–
Homeless	–	–	–	–	–
Military	–	–	–	–	–
Socioeconomically Disadvantaged	194	183	94%	6%	62.85%
Students Receiving Migrant Education Services	–	–	–	–	–
Students with Disabilities	16	15	94%	6%	13.33%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Entire table - data provided by the CDE (DPC)
Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	226	98.6%	1.4%	51.77%
Female	120	117	97.5%	2.5%	52.99%
Male	109	109	100%	0%	50.46%
American Indian or Alaska Native	–	–	–	–	–
Asian	200	198	99%	1%	53.54%
Black or African American	–	–	–	–	–
Filipino	–	–	–	–	–
Hispanic or Latino	13	12	92%	8%	25%
Native Hawaiian or Pacific Islander	–	–	–	–	–
Two or More Races	5	5	100%	0%	–
White	5	5	100%	0%	–
English Learners	172	171	99%	1%	61.99%
Foster Youth	–	–	–	–	–
Homeless	–	–	–	–	–
Military	–	–	–	–	–
Socioeconomically Disadvantaged	194	191	98%	2%	52.35%
Students Receiving Migrant Education Services	–	–	–	–	–
Students with Disabilities	16	15	94%	6%	26.27%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 19: CAASPP Test Results in Science for All Students*Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8 and high school)	57.15	44.0	24.27	27.10	30.18	30.70

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 20: CAASPP Test Results in Science by Student Group*Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	75	100%	0%	44%
Female	39	39	100%	0%	41%
Male	36	36	100%	0%	47.22%
American Indian or Alaska Native	–	–	–	–	–
Asian	69	69	100%	0%	46.37%
Black or African American	–	–	–	–	–
Filipino	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Native Hawaiian or Pacific Islander	–	–	–	–	–
Two or More Races	–	–	–	–	–
White	–	–	–	–	–
English Learners	18	18	100%	0%	11%
Foster Youth	–	–	–	–	–
Homeless	–	–	–	–	–
Military	–	–	–	–	–
Socioeconomically Disadvantaged	63	63	100%	0%	47.62%
Students Receiving Migrant Education Services	–	–	–	–	–
Students with Disabilities	–	–	–	–	–

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 21: Career Technical Education (CTE) Programs (School Year 2023–24)

Narrative provided by the LEA (DPL) – use this space to provide information about Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district’s CTE advisory committee and the industries represented on the committee.*

N/A

Table 22: Career Technical Education (CTE) Participation (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Entire table - data provided by the CDE (DPC)

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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

Table 24: California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components
Entire table - data provided by the LEA (DPL)

Grade	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
5	100.00%	100.00%	100.00%	100.00%	100.00%
7	97.00%	100.00%	100.00%	97.00%	100.00%
9	–	–	–	–	–

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 25: Opportunities for Parental Involvement (School Year 2024–25)
Narrative provided by the LEA (DPL) – use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

At Sacramento Valley Charter School, we believe that parents play a vital role in their child's success. We strive to create a welcoming and inclusive environment—from the front office to every classroom—where families feel valued and engaged.

Before the school year begins in August, families are invited to meet their child's teacher, tour the campus, and connect with other parents. Our Parent Teacher Organization (PTO) is present to greet families and encourage parent involvement. Since we provide transportation from five locations, our bus drivers also take the time to meet parents and establish bus pick-up points.

Throughout the year, parents are encouraged to participate in school activities, including attending field trips, supporting classroom learning, and engaging in PTO-sponsored events that enhance the educational experience for all students. We also seek parent input through surveys and PTO meetings and welcome their participation in parent-teacher conferences, site council meetings, and school board meetings.

To maintain strong student attendance, we work closely with parents of chronically absent students to find solutions that support their child's learning. Many parents generously volunteer for field trips, school assemblies, book fairs, and classroom activities, strengthening our school community.

We invite all parents to get involved by attending PTO meetings, following our school on Facebook, and visiting our website for updates. We also encourage families to join us at our annual awards assemblies, Spelling Bee contests, and other special events that celebrate student achievements.

Your involvement makes a difference, and we appreciate your partnership in creating a positive and enriching learning environment for all students.

State Priority: Pupil Engagement

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

- High school graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)*Entire table - data provided by the CDE (DPC)*

Indicator	School 2021–2 2	School 2022–2 3	School 2023–2 4	District 2021–2 2	District 2022–2 3	District 2023–2 4	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate									
Dropout Rate									

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2023–24)***Entire table - data provided by the CDE (DPC)*

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 28: Chronic Absenteeism by Student Group (School Year 2023–24)*Entire table - data provided by the CDE (DPC)*

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	387	376	58	15%
Female	180		26	14.4%
Male	207		32	15.5
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	331	53		16%
Students Receiving Migrant Education Services				
Students with Disabilities	26	7		26.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 29: Suspensions and Expulsions*Entire table - data provided by the CDE (DPC)*

Rate	School 2021–2 2	School 2022–2 3	School 2023–2 4	District 2021–2 2	District 2022–2 3	District 2023–2 4	State 2021– 22	State 2022–2 3	State 2023– 24
Suspensions	–	2.4	4%	–	5.3 %	5.7 %	–	3.1	3 .2
Expulsions	–	–	–	–	–	–	–	–	–

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 30: Suspensions and Expulsions by Student Group
(School Year 2023–24)***Entire table - data provided by the CDE (DPC)*

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.4	
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian	2.3	
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners	2.2	
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	2.4	
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 31: School Safety Plan (School Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide information about the school’s comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

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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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17	0		
1	17	0		
2	21	1		
3	20	1		
4	19	0		
5	21	1		
6	15	0		
Other**				

*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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)**

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17	0		
1	19	0		
2	20	1		
3	20.5	1		
4	15	0		
5	20	1		
6	13.5	0		
Other**				

*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.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.5	0		
1	20.5	1		
2	22	2		
3	23	2		
4	23	2		
5	17	0		
6	22	1		
Other**				

*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.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15	0		
Mathematics	15	0		
Science	15	0		
Social Science	15	0		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17	0		
Mathematics	17	0		
Science	17	0		
Social Science	17	0		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2023–24)**

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20	1		
Mathematics	20	1		
Science	20	1		
Social Science	20	1		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Title	Ratio
Pupils to Academic Counselor*	1:44

*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.

Table 39: Student Support Services Staff (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other**	0

*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.

** "Other" category is for all other student support services staff positions not listed.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Partial table - data provided by the CDE (DPC), as follows:

- District Average Teacher Salary data,
- State Average Teacher Salary data, and
- State Expenditures Per Pupil (Unrestricted) data.

Partial table - data provided by the LEA (DPL), as follows:

- The remaining data is to be provided by the LEA.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7606.62			
District	N/A	N/A		78240
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		87362
Percent Difference – School Site and State	N/A	N/A		

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

Table 41: Types of Services Funded (Fiscal Year 2023–24)

Narrative provided by the LEA (DPL) – use this space to provide specific information about the types of programs and services available at the school that support and assist students.

School Lunches, AfterSchool Program, School counseling, Speech, Psychologist, Special Education

Table 42: Teacher and Administrative Salaries (Fiscal Year 2022–23)

Entire table - data provided by the CDE (DPC)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	54190.13	54967
Mid-Range Teacher Salary	85111.12	82361
Highest Teacher Salary	104998.96	109755
Average Principal Salary (Elementary)	132492.38	
Average Principal Salary (Middle)	140986.75	
Average Principal Salary (High)	153884.46	
Superintendent Salary	255502.97	
Percent of Budget for Teacher Salaries	32.09	
Percent of Budget for Administrative Salaries	5.25	

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

Table 43: Advanced Placement (AP) Courses (School Year 2023–24)*Entire table - data provided by the CDE (DPC)***Percent of Students in AP Courses:**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Table 44: Professional Development*Entire table - data provided by the LEA (DPL)*

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	8