

MINUTES

REGULAR MEETING

BOARD OF DIRECTORS
SACRAMENTO VALLEY CHARTER SCHOOL

2301 Evergreen Avenue, West Sacramento, California 95691

December 16, 2019

5:00 p.m.

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

The Sacramento Valley Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at Sacramento Valley Charter School in the School Office at 2399 Sellers Way, West Sacramento, CA 95691 and viewed online at <https://www.sacvalleycharter.org/board-meetings-2017-19.html>.

I. OPEN SESSION

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 5:20 PM.

B. ROLL CALL

	Present	Absent
Chamkaur Dhatt	<u>X</u>	_____
Narinder Thandi	<u>X</u>	_____
Darshan Mundy	_____	<u>X</u>
Surjit S. Dhillon	<u>X</u>	_____
Bhajan S. Bhinder	<u>X</u>	_____

II. APPROVED THE MEETING AGENDA as Motioned by B. Bhinder, Seconded by S. Dhillon and approved by Vote of 4 – Ayes, 1 – Absent.

III. APPROVED THE MEETING MINUTES: of the Regular Meeting November 13, 2019 as Motioned by C. Dhatt, Seconded by N. Thandi and approved by Vote of 4 – Ayes, 1 – Absent.

IV. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes* and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. *Persons requiring and interpreter shall receive a maximum of six (6) minutes.

B. FOR INFORMATION: BOARD/STAFF DISCUSSIONS: Board and staff discuss items of mutual interest.

V. CONSENT AGENDA ITEMS: All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them.

VI. PUBLIC HEARINGS

VII. ITEMS SCHEDULED FOR ACTION

A. BUSINESS (5 minutes)

1. Approved the Revenue and Expense Reports as Motioned by N. Thandi; Seconded by B. Bhinder and approved by a Vote of 4 – Ayes, 1 – Absent.

2. Approved the First Interim Report including budget transfers and revisions as motioned by B. Bhinder, Seconded by N. Thandi and approved by a Vote of 4 – Ayes, 1 – Absent.
3. Received the Audit Report for fiscal year ended June 30, 2019 and authorized the report to be filed with WUSD, YCOE, SCO and CDE as Motioned by S. Dhillon, Seconded by C. Dhatt and approved by Vote of 4 – Ayes, 1 – Absent.
4. Approved 3-year agreement for monthly ¼ page advertising in the Southport Spotlight magazine at a cost of \$10,224 plus applicable tax, billed monthly, as Motioned by N. Thandi, Seconded by C. Dhatt and approved by a Vote of 4 – Ayes, 1 – Absent.
5. Approved a custodial services agreement with New Horizon Flooring/Cesar Corleto for services during and after the school day not to exceed \$3,700 per month as Motioned by N. Thandi, Seconded by B Bhinder and approved by a Vote of 4 – Ayes, 1 – Absent.
6. Approve parking lot safety improvements (i.e. gates or swing arms to limit traffic in play areas during the school day). No action was taken on this item.

B. CURRICULUM AND INSTRUCTION

C. PERSONNEL

D. PUPIL SERVICES

VIII. ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

A. BUSINESS

B. CURRICULUM AND INSTRUCTION (10 minutes)

1. Principal's Report: This was a presentation of information which has occurred since the previous Board meeting. This also included ongoing efforts for student performance and an enrollment update.

C. PERSONNEL (5 minutes)

1. Staffing Update 2019-20 was included in the Principal's report.

D. PUPIL SERVICES (15 minutes)

1. An update on Transportation Services was provided including vandalism that occurred outside of school hours.
2. An update on School Safety was provided including discussion of additional options to restrict access to student-occupied areas during the school day.
 - A. Status of main gate on Coke Street
 - B. Reviewed daily school operations and perceived challenges

IX. ITEMS FROM THE BOARD

X. ADJOURNMENT

The meeting was adjourned at 8:10 PM as Motioned by B. Bhinder, Seconded by S. Dhillon and approved by a Vote of 4 – Ayes, 1 – Absent.

Sacramento Valley Charter School Transaction Report

December 10, 2019 - January 8, 2020

Account	Amount
Total for 8096 - Cash in Lieu of Property Taxes	\$ 33,980.00
UNRESTRICTED REVENUE:0000 - unrestricted:8096 - Cash in Lieu of Property Taxes	
Total for After School Program	\$ 840.00
UNRESTRICTED REVENUE:0000 - unrestricted:8699 - Other Local Income: After School Program	
Total for Miscellaneous	\$ 185.00
UNRESTRICTED REVENUE:0000 - unrestricted:8699 - Other Local Income: Miscellaneous, School Planners, Bhangra Class & Donation	
Total for Transportation	\$ 6,660.00
UNRESTRICTED REVENUE:0000 - unrestricted:8699 - Other Local Income: Transportation	
Total	\$ 41,665.00

Sacramento Valley Charter School

Check Detail

December 10, 2019 - January 8, 2020

Date	Num	Name	Memo/Description	Amount
12/17/2019		3952 Wax bank	Void	0.00
12/16/2019	3953	California Choice Builder	January Premium	968.96
12/16/2019	3954	Scholastic	Magazine's for 4th grade	101.20
12/16/2019	3955	The SchoolPlanner Company	School planners for 4th grade	124.74
12/16/2019	3956	Chill-Chain, Inc.	Milk	200.76
12/16/2019	3957	Serve 3 Network	Installed and Configured new data line in the main building	993.56
12/16/2019	3958	WageWorks	Cobra Service	40.00
12/16/2019	3959	Kristine Koven	Reimbursement for Classroom Supplies	32.99
12/16/2019	3960	Sikh Temple	Janitorial Service for November	2,200.00
12/16/2019	3961	Amarjit Nijjar	Reimbursement for classroom supplies	40.71
12/20/2019	3962	Courtney Olson	Reimbursement for Classroom Supplies	50.58
12/20/2019	3963	Manmohan Singh	Transport Student from Norwood and West Sac to School	975.00
12/20/2019	3964	Educational Data Systems	Testing Material	11.16
12/20/2019	3965	Harpreet Singh	Transport Student from West Sac to School	1,175.00
12/20/2019	3966	Harpreet Singh	Transport Student to School	617.50

01/06/2020	3967 Victoria Dali	Invoice for December	1,837.50
01/06/2020	3968 MetLife	Life, LTD, ADD	342.20
01/06/2020	3969 Marie Clark McEntee	Professional development	3,000.00
01/06/2020	3970 North Valley Fleet Services, Inc.	45 days safety Buses Inspection	660.00
01/06/2020	3971 California Choice	February Premium	9,627.76
01/06/2020	3972 PLTW	Science Program participation fee	1,200.00
01/06/2020	3973 US Bank	Lunch Programme	2,719.84
		After School Snacks	84.86
		Online Website	250.00
		Classroom Supplies	292.82
		Off Site treat for professional development	1,602.18
		Phone & Internet Service	422.40
		Office Supplies	42.48
		Drug Test for Bus Driver	135.00
		Advertisement and Promotion	884.68
		Amazon Prime Credit	-128.82
			<u>6,305.44</u>
01/06/2020	3974 North Valley Fleet Services, Inc.	45 day bus inspection	134.00
01/06/2020	3975 Great America Financial	Copier Lease	636.59



Sacramento Valley Charter School

2399 Sellers Way | West Sacramento, CA 95691 | P: 916.596.6422

The Role of the Board and the Principal

Introduction

Recognizing that charter schools are governed by Boards, not by individual Board members, and the relationship between the Board of Directors (Board) and the Sacramento Valley Charter School's (SVCS) Principal is crucial to the effective operation of the school, ensuring that the academic program of SVCS is successful, that the school's programs and operations are faithful to the terms of its charter, and that the school is a viable organization, this policy clarifies the Board's and the Principal's primary roles in governing and operating SVCS.

The Composition of the SVCS Board of Directors

SVCS is governed by a corporate Board of Directors (Board) in accordance with applicable California Corporations Code Sections and its adopted bylaws. The Board has a legal fiduciary responsibility for the well-being of SVCS, and shall be comprised as follows:

- The Board shall have no less than five (5) and no more than seven (7) directors in accordance with the bylaws of Sacramento Valley Charter School.

The Board of Directors Primary Roles and Responsibilities

1. Determine the mission and purpose of SVCS and keep it clearly in focus. This includes the development, review, and/or revision of SVCS' accountability and mission.
 2. Hiring, supporting, and evaluating the Principal of SVCS so that the vision, goals and policies of the school can be effectively implemented. This includes, but is not limited to, providing frequent and constructive feedback, providing direction to the principal pursuant to established policies, assisting when Board members overstep prerogatives or misunderstand their roles, and complimenting for exceptional accomplishments.
 3. Conducting regular and timely evaluations of the Principal based on the vision, goals and performance of the school, and ensuring that the Principal does the same for other SVCS personnel.
 4. Ensure effective organizational planning by reviewing the SVCS organizational plan for concrete and measurable goals that are consistent with the charter and accountability plan.
 5. Approval of all contractual agreements that are in excess of the authority granted to the Principal or his designee.
 6. Adopting a fiscally responsible budget based on SVCS' vision and goals, and regularly monitoring the fiscal health of SVCS.
 7. Act as the fiscal agent by receiving funds for the operation of SVCS in accordance with charter school laws and the receipt of grants and donations consistent with the mission of SVCS.
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8. Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices and approval of these annual fiscal and performance audits.
 9. Determine, monitor and strengthen SVCS programs and services, by ensuring that programs and services are consistent with the mission and the charter, approving measurable organizational outcomes, approving annual, attainable Board and management level goals, monitoring progress in achieving the outcomes and goals, and assessing the quality of the program and services.
 10. The Board may establish committees of parents, students, educators, and community members as necessary, in support of the school's programs and the development of a common vision for SVCS which is focused on learning and achievement, and that is responsive to the needs of all students.
 11. Exercising control of the school in accordance with the State and Federal Constitution, and applicable laws and regulations.
 12. Executing all other responsibilities provided for in the California Corporations Code.
 13. Development and approval of the school's calendar and schedule of Board meetings.
 14. Adopting, evaluating, and updating Board policies and procedures consistent with the law and the school's mission.
 15. Review and act on requests for out-of-state or overnight field trips.
 16. Participation in the dispute-resolution procedure and complaint procedures when necessary.
 17. Maintaining accountability for student learning by adopting the school's curriculum and monitoring student progress.
 18. Consulting with the Principal on his or her recommendations and take action in consideration of them.
 19. Ensuring that a safe and appropriate educational environment is provided to all students.
 20. Ensuring adequate equipment, supplies and other facilities for the operation of SVCS.
 21. Hearing communications, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program.
 22. Approval of charter amendments.
 23. Approval of personnel discipline (suspensions or dismissals), as needed, and/or requested by the Principal and in accordance with school policy.
 24. Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
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25. Conducting annual elections of officers and, as needed, new Board members.

The Principal primary roles include:

1. Recognizing and respecting the differences of perspective and style on the Board and among staff, students, parents and the community and ensuring that a diverse range of views inform Board decisions.
 2. Working with the Board as a "governance team" and assuring collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
 3. Understanding and helping others understand the distinction between Board and staff roles.
 4. Understanding that authority rests with the Board as a whole; providing guidance to the Board to assist in decision-making; and providing leadership based on the direction of the Board as a whole.
 5. Communicating openly with trust and integrity including providing all members of the Board with equal access to information and recognizing the importance of both responsive and anticipatory communications.
 6. Provide general oversight of all SVCS activities, manage the day-to-day operations, and assure a smoothly functioning and efficient charter school.
 7. Maintain program quality and charter school stability and sustainability through development and the implementation of standards and controls, systems and procedures, and regular evaluations.
 8. Maintain a work environment that recruits, retains, and supports quality staff.
 9. Set measurables for staff and evaluate performance regularly by instituting accountability systems to ensure that charter promises are met and exceeded.
 10. Develop and supervise the processes for recruitment, selection, hiring, initial training, ongoing professional development, and evaluation of teachers and staff.
 11. Assist school staff in facilitating Board meetings by helping to set the location of the meetings, developing Board meeting agendas, and by providing safe storage of agendas, minutes and supporting documents/reports.
 12. Inform the Board and its committees about trends, issues, problems and activities in order to facilitate policy-making and provide recommendations to the Board on policy positions.
 13. Help the Board articulate its own role and accountabilities, including its committees and individual members, and help evaluate performance regularly.
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14. Work with the Board President to enable the Board to fulfill its governance functions and facilitate the optimum performance by the Board, its committees, and individual Board members.
 15. Along with the Board President, assist in focusing the Board's attention on long-range strategic issues.
 16. Work with the Board officers and committee chairs to get the best thinking and involvement of each Board member and to stimulate each Board member to give his or her best.
 17. Communicate with school legal counsel to ensure the filing of all legal and regulatory documents and to monitor compliance with relevant laws and regulations.
 18. Oversee the fiscal activities of SVCS, including budgeting, reporting, and auditing in accordance with generally accepted accounting principles and make regular financial reports to the Board.
 19. Promote programs and services that are produced in a cost-effective manner, employing economy while maintaining an acceptable level of quality.
 20. Work with the Board to ensure necessary financial planning to support short- and long-term goals.
 21. Attend all Board meetings and attend the necessary meetings at the Washington Unified School District (WUSD) as the charter representative.
 22. Foster an amicable relationship between WUSD and SVCS and facilitate a sharing of resources between both entities.
 23. Establish a Communication Model to facilitate communication among all the groups within the school, between SVCS and WUSD, and between SVCS and the community as a whole.
 24. Act as an advocate, within the public and private sectors, for issues relevant to SVCS, its services, and constituencies.
 25. Establish procedures designed to carry out Board policies.
 26. Create and submit for approval a school calendar to the Board.
 27. Manage communications between the WUSD Board and the Board, as needed.
 28. Develop and present the School Annual Performance Audit to the Board and WUSD.
 29. Present fiscal audit to the Board and after said review, present a fiscal audit to the WUSD and the County Superintendent of Schools, the State Controller and the California Department of Education.
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The above duties may be delegated or contracted as approved by the Board to other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to a third-party provider.

Each individual member of the Board of Directors shall:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of SVCS.
 2. Work with fellow Board members to fulfill the obligations of Board membership.
 3. Understand that the authority rests with the Board as a whole and not with individuals. This includes ensuring that no Board member represents her/himself as speaking on behalf of the Board unless specifically authorized to do so.
 4. Behave in ways that clearly contribute to the effective operations of the Board. This includes, but is not limited to:
 - Acting with dignity and understanding the implications of demeanor and behavior;
 - Focusing on the good of the organization and group, not on a personal agenda;
 - Supporting Board decisions once they are made;
 - Keeping confidential matters confidential;
 - Recognizing and respecting differences of perspective and style on the Board and among staff, students, parents and the community;
 - Participating in an honest appraisal of one's own performance and that of the Board; and
 - Building awareness of and vigilance towards governance matters rather than management.
 5. Regularly attend Board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the Board President, Principal, and/or the secretary to the Board.
 6. Be prepared to contribute toward Board service by attending monthly Board meetings, being willing to participate on a Board committee, reading materials, preparing for meetings, attending events at SVCS, participating in professional development, committing the time and energy necessary to be an informed and effective leader, and assisting with other tasks as needed.
 7. Keep informed about SVCS and its issues by reviewing materials, participating in discussions, and asking strategic questions.
 8. Use personal and professional contacts and expertise for the benefit of SVCS.
 9. Serve as a committee or task force chair or member.
 10. Inform the Board of SVCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.
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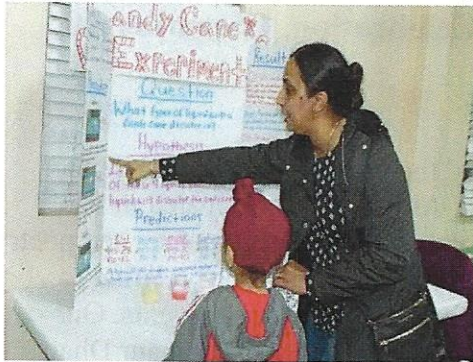
Sacramento Valley Charter School

Principal Report

December 12, 2019- January 8, 2020

STEAM Night, December 11, 2019

SVCS had its annual STEAM night on 12/11/19. Scholars of all ages presented the projects they have been working on in the past weeks. Northrop Grumman came and engaged our children with toys and pamphlets. Robotics teams from our school as well as other schools led by Mr. Josiah Sidhu also came and presented their work. SVCS teachers engaged scholars in many intricate problem-solving activities. We thanked the many families that joined us despite the rainy weather.



STEAM NIGHT POSTER



DECEMBER AWARD ASSEMBLY

Award Assembly, SVCS teachers recognized their scholars of the month in the December assembly. These students have worked hard to achieve this award. Students were also awarded for their perfect attendance in the first trimester.

Spelling Bee 2019

This year's Spelling Bee took place on 12/19/19. 14 contestants tried their hardest in order to emerge victorious. In the end, _____ (7th Grade) was declared the SVCS Spelling Bee champion



SVCS SPELLING BEE CHAMPION Gurjas Singh, being congratulated by Mr. Henderson

at the end of the 20th round. The winning word was "Guanine". (7th Grade) was the runner-up and (8th Grade) took third. We thank our parents for preparing their scholars for the Spelling Bee and hope that we have even more participants next year.

The End of the Year Staff Retreat: On December 19, SVCS staff held its meeting at the Malabar in Natomas. The staff put up a great teamwork that reduced the achievement gap among different groups of students.

Renaissance Webinar Staff Development: Two-day webinar on implementing Accelerated Reading program was held December 6 and January 8, 2020.



Winter Celebration, December 20, 2019

SVCS ended the year with its annual Winter Celebration. All classes participated in this event. Scholars sang, danced, and recited poetry in celebration and remembrance relating to different cultural and historical events. Our school board chairman Mr. Chamkaur Dhatt attended the event.

School Accountability Report Card 2018-2019

SARC Report is due to be posted to California Education Department on February 1, 2010. The attached report is for Board's information.

Sacramento Valley Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Kindergarten	24
Grade 1	26
Grade 2	33
Grade 3	36
Grade 4	35
Grade 5	20
Grade 6	23
Grade 7	29
Grade 8	27
Total Enrollment	253

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
Asian	90.9
Filipino	0.4
Hispanic or Latino	2.4
Native Hawaiian or Pacific Islander	1.6
White	1.6
Two or More Races	1.2
Socioeconomically Disadvantaged	69.2
English Learners	26.9
Students with Disabilities	3.2
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	15		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Screens needed on some windows
Overall 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	66	45	43	50	48
Mathematics (grades 3-8 and 11)	58	63	32	30	38	37

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	167	99.40	0.6	66.47
Male	81	80	98.77	1.23	62.50
Female	87	87	100.00	0	70.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	155	154	99.35	0.65	64.29
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	125	124	99.20	0.8	62.90
English Learners	114	113	99.12	0.88	61.06
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	168	100	0	62.5
Male	81	81	100	0	66.67
Female	87	87	100	0	58.62
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	155	155	100	0	64.52
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	125	125	100	0	58.4
English Learners	114	114	100	0	58.77
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.2	0.4	0.7	6.2	5.5	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	58	1		1	24		1		23		1	
1	16	2			28		6		26		6	
2	14	2			17	12			16	12		
3	17	1			34		6		20	10		1
4	14	2			16	6			19	5	5	1
5	25		1		14	10	1		20	6		
6	20	2			27		7		23		7	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,992	0	\$8,992	\$45,269
District	N/A	N/A	\$8,992	\$71,171.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$78,059.00
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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,316	\$49,084
Mid-Range Teacher Salary	\$69,807	\$76,091
Highest Teacher Salary	\$94,026	\$95,728
Average Principal Salary (Elementary)	\$113,608	\$118,990
Average Principal Salary (Middle)	\$119,682	\$125,674
Average Principal Salary (High)	\$131,432	\$137,589
Superintendent Salary	\$196,026	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 (CPST), 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.