

# Sacramento Valley Charter School

## Transaction Report

January 7 to February 20, 2025

	Account	Amount
Total for Miscellaneous	UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Miscellaneous , Donation	\$ 99.21
Total for Transportation	UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Transportation	\$ 3,550.00
Total for 8220- Child Nutrition(Federal)	V RESTRICTED REVENUE:5310 - NSLP SBP Food Service	\$ 24,090.99
Total for 8520 - Child Nutrition (State)	V Restricted:5310 - NSLP SBP Food Service	\$ 34,594.50
Total for 8311 - Special Education - State	V RESTRICTED REVENUE:6500 - Special Education - 24-25 Jan State SacVly	\$ 27,359.00
Total for 8699 - Other Local Income	V RESTRICTED REVENUE:5310 - NSLP SBP Food Service	\$ 100.00
<b>Total</b>		<b>\$89,793.70</b>

Saturday, Feb 15, 2025 03:44:03 PM GMT-8 - Accrual Basis

Actual  
AI

**Sacramento Valley Charter School**  
**Check Detail**  
**January 8 - February 20, 2025**

Date	Num Name	Memo/Description	Amount
01/14/2025	5984 Vertex Education, LLC	For NSLP Administration	\$ 7,411.11
01/14/2025	5985 Ascend Rehab Services	For Speech Therapist	\$ 6,187.50
01/14/2025	5986 Serve 3 Network	For Maintain Tech Support Nov to Jan	\$ 5,227.20
01/14/2025	5987 Manuel Contreras	For Buses 45 days Inspection	\$ 660.00
01/14/2025	5988 LightGabler LLP	For Legal Fee	\$ 1,031.00
01/14/2025	5989 US Foods, Inc	For School Breakfast & Lunch Grocery	\$ 9,732.74
01/14/2025	5990 Great America Financial	For Copier Lease	\$ 1,306.88
01/14/2025	5991 Bay Alarm Company	For Security - Service Fee	\$ 125.00
01/14/2025	5992	Void	\$ -
01/14/2025	5993 NCS Pearson, INC	For Special Education	\$ 18.05
01/14/2025	5994	Void	\$ -
01/14/2025	5995 US Bank	For Classroom Supplies	\$ 1,006.40
		For Nuso	\$ 577.75
		For Microsoft & Wavecloud Sub Services	\$ 901.54
		For Security - Bus Whereapp	\$ 600.00
		After School Snacks	\$ 335.89
		After School Snacks - 7th & 8th Graders	\$ 143.95
		For Office Supplies	\$ 438.58
		For Promotion & School Advertisement	\$ 3,660.66
		For Buses Repairs and Maintenance	\$ 932.45
		For Card Stock - Scholars Awards	\$ 19.54
		For Parents Refreshments	\$ 132.45
		For Professional Developments	\$ 2,962.03
		For Zoom	\$ 523.64
			<u>\$ 12,234.88</u>
01/14/2025	5996 Mary Meyer	For Drivers Training	\$ 1,800.00
01/14/2025	5997 Amazon capital Services	For Special Education - Supplies	\$ 604.71
		For Office Supplies	\$ 273.77

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		For After School Snacks	\$ 136.44
		For Scholar Awards	\$ 177.67
		For Classroom Supplies	\$ 2,980.13
			<u>\$ 4,172.72</u>
01/23/2025	5998 Bode & Bode Lock Safe	Install Von Duprin Set	\$ 300.18
01/23/2025	5999 Mariah Hess	Manual Check - 1/1/25-1/15/25 Pay Period	\$ 2,082.47
01/23/2025	6000 Nor- Cal Security	For School Security Services	\$ 7,376.26
01/23/2025	6001 PG&E	For Utility Charges	\$ 228.05
01/23/2025	6002 Kuldip K. Bagri	For Drug Test - Reimbursement	\$ 60.00
01/23/2025	6003 Preet Cheema	Reimbursement for the Classroom Supplies	\$ 26.13
01/23/2025	6004 New Horizon Flooring	Janitorial Services for the month of January	\$ 6,300.00
		Classroom Disinfection Service	\$ 250.00
		Additional Days of Day Porter Services 15 Days	\$ 1,897.50
			<u>\$ 8,447.50</u>
01/23/2025	6005 Leonardo Preciado-Chavez	Reimbursement for Classroom Supplies	\$ 40.69
01/23/2025	6006 MetLife	For AD&D / LTD	\$ 451.23
01/23/2025	6007 DMV	For Ford Van Renewal	\$ 333.00
01/23/2025	6008 Wave Broadband	For Phone & Internet Services	\$ 1,441.94
01/23/2025	6009 Scholastic.Inc	For 4th Grade - Scholastic News	\$ 41.25
01/24/2025	6010	void	\$ -
1/27/2025	6011 Yolo County EH	For Annual Inspection Fee	\$ 746.00
01/27/2025	6012 Beau Phillips	Reimbursement for Annie Supplies	\$ 47.36
02/04/2025	6013 City of West Sacramento	For Utility Charges	\$ 1,075.25
02/04/2025	6014 West T- Shirts	For Basketball Reversible Jerseys	\$ 397.82
02/04/2025	6015 Kristin Medina	Reimbursement for the Classroom Supplies	\$ 142.19
02/04/2025	6016 Uline	For Outside Shed for Transportation	\$ 1,352.98

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02/04/2025	6017 Zowee Church	Reimbursement for the Classroom Supplies	\$ 191.12
02/04/2025	6018 The Stepping Stones Group LLC	For OT Services - September to January	\$ 3,770.00
02/04/2025	6019 Capitol Flooring & Design Inc	For Office Flooring - Remodel	\$ 3,685.02
02/04/2025	6020 T-mobile	For Hotspot Connection- 2Months	\$ 560.00
		For School -Office Phones	\$ 238.64
			<u>\$ 798.64</u>
02/04/2025	6021	Void	\$ -
02/04/2025	6022 Vicky Dali CPA LLC	Invoice for the month of January 2025	\$ 6,240.00
02/06/2025	6023 Buck Master	For Copier Printer	\$ 526.25
02/06/2025	6024 US Foods, Inc	For Breakfast and Lunch Program	\$ 13,193.71
02/06/2025	6025 Ascend Rehab Services	For Speech Therapist	\$ 3,915.00
02/06/2025	6026 West Sacramento Truck Stop	For Fuel	\$ 5,726.29
02/06/2025	6027 Nor- Cal Security	For School Security Services	\$ 7,612.50
02/06/2025	6028 Serve 3 Network	For Additional Cost - Setup Office PA System	\$ 8,707.50
02/06/2025	6029 North Valley Fleet Services, Inc.	For Bus Repairs and Maintenance from Oct 2024 to Feb 2025	\$ 19,310.86

Saturday, Feb 15, 2025 03:03:36 PM GMT-8

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## Sacramento Valley Charter School



### **Educator Effectiveness Funds Plan 2021-26** **February 19, 2025 Update** **(from September 28, 2023 Update)** **Initial Plan Dated December 13, 2021**

#### **Background and Requirements:**

The State of California has provided SVCS with \$93,008 in funding to provide professional learning opportunities to certificated teachers, administrators, paraprofessional educators, and certificated staff to promote educator equity, quality, and effectiveness.

SVCS developed a local plan for the Educator Effectiveness funds (EEF) that was heard at its December 8, 2021 public meeting of the governing body of the charter school, before its adoption in a subsequent public meeting. The subsequent meeting was held on December 13, 2021 and met the requirement that the subsequent meeting take place on or before December 30, 2021.

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report are due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE).

The EEF are subject to the annual audits required by California *Education Code (EC)* Section 41020.

#### **Allowable Uses:**

Educator Effectiveness Funds may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to *EC* Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

#### **Actual and Planned Use of Funds:**

For 2021-22: Year 1 focused on Use 7. Estimated \$10,000. Actual expenses: \$4,792.50

- English Learner Authorization/CLAD/BCLAD Certification Bilingual, Cross-Cultural, Language and Academic Development
- Other professional learning opportunities with a focus on EL support and success.

For 2022-23: Year 2 focused on Uses 2 and 7. Estimated \$20,752. Actual \$2,822.48

- Professional Development in Reading and Kindergarten.
- English Learner Authorization/CLAD/BCLAD Certification Bilingual, Cross-Cultural, Language and Academic Development.

For 2023-24: Year 3 planned focus on Uses 1, 2, 4, 7, 10. Estimated funds \$23,500. Actual \$12,892.08

- Stipends for Mentor teachers working with new teachers including ECE/TK.
- Securely on-call professional services for suicide prevention and improving pupil well-being.
- Professional development on mindfulness; bullying prevention, standards-aligned subject areas and/or other allowable topics.
- English Learner Authorization/CLAD/BCLAD Certification Bilingual, Cross-Cultural, Language and Academic Development

For 2024-25: Year 4 focuses on Allowable Uses #1, 2, 4, 7. Estimated funds \$72,501

- Professional development on mindfulness; bullying prevention, standards-aligned subject areas and/or other allowable topics including Professional Learning Communities (PLC) Program training and implementation.
- Securely on-call professional services for suicide prevention and improving pupil well-being.
- English Learner Authorization/CLAD/BCLAD Certification Bilingual, Cross-Cultural, Language and Academic Development.

Acton A2



For 2025-26: Year 5 focuses on Allowable Uses #1, 2, 4 7. Any and all remaining funds.

- Professional development on mindfulness; bullying prevention, standards-aligned subject areas and/or other allowable topics including Professional Learning Communities (PLC) Program training and implementation.
- Securly on-call professional services for suicide prevention and improving pupil well-being.
- English Learner Authorization/CLAD/BCLAD Certification Bilingual, Cross-Cultural, Language and Academic Development.

Any year where more funds are used than planned, other sources may be used, or a future year or years' planned uses may be reduced. Any year where less funds are used than planned, the future year or years' plans may be expanded for any of the allowable uses to ensure the full award is properly expended by June 30, 2026.

The Plan will be brought back periodically to future Board Meetings to add or change the focus of the professional learning options and/or cost expectations.



4807 Greenleaf Ct. Ste.B  
Modesto, CA 95356  
USA

## QUOTE

Quote #:	AAAQ1068
Date:	Feb 7, 2025

LN:1001314

### Prepared For:

Josiah Sidhu  
Sacramento Valley Charter School  
Phone (916) 596-6422  
2399 Sellers Way  
West Sacramento, CA 95691  
USA

### Your Account Manager:

Abdel Varela  
avarela@serv3.com  
209-824-0025  
4807 Greenleaf Ct. Ste.B  
Modesto, CA 95356  
USA

### Notes:

Here is the quote you requested.

### Description

#### SCOPE OF WORK:

- Low Voltage Cabling for Data, Voice, WAP only
- Install and Run Data Lines
- Install and Run WIFI Data Lines
- Label all data end points
- Structure and Organize Cables
- Setup and Configure Rails for Cable Management
- Internal DATA and Voice cable will be Cat6 Cable
- Link MDF
- Test Data Cable End Points Listed in this Scope of Work.
- Setup and Configure Network Rack
- Where Rack needs to be mounted board with fire rated paint will be applied..

#### RoughIn-Data

CAT6 Modular Jack, RJ45, KeyConnect style, Electrical Blue

Patch Panel, 24-Port, 2U, Black (Blank)

Structure and Organize Cables

Hardware Needed to adhere to structure

Drawer, 19" FLUSH MOUNT VENTED SHELF, 18" DEPTH, 50LB LOAD RATING, BLACK

Power Office Rackmount LCD Series OR500LCDRM1U - UPS - 300 Watt - 500 VA

CAT6 PATCH CABLE - 1FT

Cat 6 550MHz Unshielded Wire - 1000 ft. Nest in Box

AVARRO RK-ERW12U 12 Unit Wall Mount Equipment Rack, Assembled



Data - Data Lines

Setup Back Board in MDF

Label all data points

Test Data Cable End Points

Reconfigure DATA Lines for Cameras

Reconfigure Audio Lines for Speakers.

Transit Charge

Project Management

REFERENCE NOTES:

CONTRACTOR SHALL INSTALL all Conduit and boxes for data cables.

SERV3 NETWORKS assumes no responsibility for cable provided and installed by others.

ASSUMPTIONS or COMMENTS:

Two week notice to proceed preferred to allow for proper scheduling of manpower, and material procurement. A purchase order or letter of intent is required by SERV3 NETWORKS prior to start of work, or material procurement. Access to work areas without delay is the responsibility of others. Delays attributed by Others trades are not factored into this proposal. All cables to be installed in a workman like fashion. Lift rentals are not included within this proposal. Total price includes tax.

PAYMENT TERMS:

Deposit invoice due upon receipt and the balance due according to listed terms below. Terms are dependent upon the length of the project and availability of product listed in the above Scope of Work.

CUSTOMER ACCEPTANCE (Purchase order if required)

I have clearly selected which option(s) we have chosen. The above pricing, specification, and conditions are satisfactory and are hereby accepted. You are authorized to perform the work as specified. Payment will be made as outlined above.

All Work Permits will be provided by Client and/or General Contractor.

Service Time Includes only the listed tasks for the hardware equipment and/or software listed.

BID Price only includes SCOPE OF WORK listed Above. Any additional items will incur a Change Order and additional fees.

If Additional tasks and equipment or software needs support, additional fees will apply.

All change orders will be billed and payable once change orders are requested.

Additional equipment and software may include:

- Servers
- Desktops



## Description

- Laptops
- Printers
- Mobile Devices
- Network Devices (Routers, Switches, Access Points, etc...)
- Enterprise Applications
- Camera Surveillance Cabling and System

### EXCLUSIONS

Any and All Fiber Lines - Only what is included in this Bid

Metal Conduit for Network Lines

Metal Boxes for Network Lines

Contractor will provide all metal conduit or otherwise for all data and sound points.

Metal Conduit for Network Lines

Metal Boxes for Network Lines

Any and All IT Equipment

Any Security Alarm Wiring

Any Fire Alarm Wiring

Any Data Cable for Access Points - Not listed on Plans

Mounting any other equipment except what is listed.

Televisions

Mounting of Televisions

Any A/V Equipment and/or cabling

GC to Provide Conduit and pull string from Work Area to IT Room

GC to Provide Conduit and pull string from MPOE to IT Room

Cameras

Speakers

Any Audio Source for Speakers

Access Control System

MDF Setup, this includes only the IDF Setup and Link to MDF

All Conduit connections from location to location and link between MDF and IDF

### STANDARD TERMS & CONDITIONS:

1. This proposal is limited to the terms and conditions outlined in this document. All other requested changes are subject to approval by SERV3 NETWORKS Management.
2. Please see the payment schedule above for the financial details. A compounding 1.5% finance charge of the total invoiced amount will be added to the outstanding balance for every 30 days the invoice remains unpaid.
3. Changes or omissions made by the customer, property management, or property ownership, above the agreed-upon cost, will incur additional charges and Change orders will be submitted for approval before proceeding with further work. Changes to an approved estimate requested by the client or other authorized party may incur additional charges.
4. SERV3 will work to procure client requested, specific equipment as part of the proposal or equipment specifically designed to perform client requested functions, but delays or longer projects could cause availability issues of initially designed equipment and their corresponding costs within the original proposal or subsequent change order(s). SERV3 reserves the right to procure comparable equipment to satisfy installation requirements and add any equipment cost changes to the final invoice. Such factors include, but not limited to: extended time to approve the proposal and provide down payment for materials; long-duration construction projects; Any other types of delays to a project; SERV3 would notify the client authorized representative of availability issues or changes needed in advance when or if a situation presents itself.
5. Warranty: Installation/ Service listed above is warranted for 1 year against defects in workmanship and all new equipment with normal use carries the manufacturer's standard warranty. Equipment and installation are not warranted against damage caused by any event(s) beyond our control such as theft, vandalism, neglect, misuse or abuse by the client, client representatives or contractors, etc. while moving, repairing, or operating the equipment. Equipment repaired by any outside entity other than SERV3 Networks or our designated representative will void the warranty.
6. The client will be responsible for any fees incurred by SERV3 for the cancellation of an approved job, including site visits, restocking fees, and freight costs. The client assumes all responsibility for materials they supply, including subsequent restocking or shipping fees, based on a proposal provided by SERV3.
7. Extended Warranty options are available upon request for additional fees.

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Description
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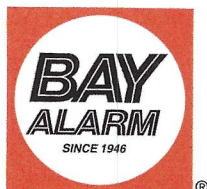
8. Neither party shall be liable for any failure or delay in performing its obligations under this Agreement if and to the extent that such failure or delay is caused by a Force Majeure event.

9. This proposal is good for 45 days from the date of the proposal.

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TOTAL
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\$8,707.56
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SACRAMENTO OFFICE  
3475 ORANGE GROVE AVE  
NORTH HIGHLANDS, CA, 95660-5509  
Direct: 916-489-1900 Fax: 916-489-2542

A Family Business Since 1946  
Cal Lic ACO 28  
Contractors Lic. #880138

www.bayalarm.com  
Sales: 1-800-610-1000  
Service: 1-800-470-1000

**Sacramento Valley Charter School**

2399 Sellers Way  
West Sacramento, CA 95691  
Attention: Josiah Sindu

**Subject:** Voice Evacuation

I would like to thank you for the opportunity to submit this proposal for your review and approval. Please allow me a brief moment to re-acquaint you with Bay Alarm Company.

Since 1946, our business has focused on providing business security to companies just like yours. With more than seven decades of experience, we understand that loss prevention is a concern for businesses of all sizes. Our job is to take business security off your list of concerns.

With Bay Alarm as your business security partner, you gain the peace of mind that comes with having highly trained professionals handling your commercial security system. Not only are our in-house CAD Technicians experts in commercial security system design and integration, but they also provide extensive technical training and ongoing field support to our sales team. All our employees are up-to-date on the latest business security trends, technologies and certifications.

At Bay Alarm, we handle all aspects of your commercial security system, including ongoing monitoring. That means you will always be dealing directly with Bay Alarm for your business security needs, 24 hours a day, 7 days a week.

Bay Alarm Company is a leader in our industry and we are proud to be affiliated with the following associations and agencies:

California Alarm Association  
Central Station Alarm Association  
Security Network of America  
Nation Burglar and Fire Alarm

National Fire Protection Association (NFPA)  
California Fire Marshal Listed (CFM)  
Underwriters Laboratories Listed (UL)  
Alarm Company Operator Compliant (ACO)

Thank you for your consideration. If I can be of any assistance by providing clarification or additional information please feel free to contact me at [lou.fontana@bayalarm.com](mailto:lou.fontana@bayalarm.com). To learn more about Bay Alarm Company please visit us at [www.bayalarm.com](http://www.bayalarm.com).

Lou Fontana

**Bay Alarm Company**

m. (916) 919-6735 f. (916) 489-2542

<mailto:lou.fontana@bayalarm.com>

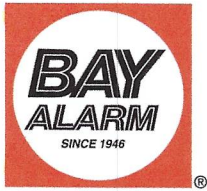
[www.bayalarm.com](http://www.bayalarm.com)

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### **Fire Alarm System**

Scope of work – Bay Alarm is proposing to replace the existing Firelite 10 zone panel and devices with a new system ES200 Addressable system with voice evacuation to meet current code requirements and approval with the State and local authority having jurisdiction (AHJ).

### **Bay Alarm to remove the following equipment: (code requirement)**

- (1) FIRELITE MS10 FIRE ALARM CONTROL PANEL
- (1) FIRELITE LCD40 ANNUNCIATOR
- (1) CELLCOM CELL COMMUNICATOR
- (1) CONVENTIONAL SMOKE DETECTOR
- (1) CONVENTIONAL SINGLE ACTION PULL STATION
- (6) STROBE LIGHTS
- (11) HORN STROBES
- (1) WEATHER PROOF HORN STROBE
- (1) WEATERPROOF BACK BOX

### **Bay Alarm to install the following Voice evacuation system:**

- (1) FIRELITE ES200 ADDRESSABLE FIRE CONTROL PANEL
- (1) FIRELITE PWER EXPANSION MODULE
- (1) DMP DUALCOM FIRSTNET CELL COMMUNICATOR
- (1) FIRELITE 80-CHARACTER ANNUNCIATOR
- (1) FIRELITE EEC 50/100 EMERGENCY COMMAND CENTER
- (1) FIRELITE EEC VOICE CIRCUIT EXPANDER
- (1) FIRELITE REMOTE MICROPHONE FOR EEC CONTROL
- (1) FIRELITE ADDRESSABLE SOME DETECTOR
- (1) FIRELITE MMF-300 ADDRESS MODULE
- (18) FIRELITE MMF-301 MINI-MONITOR MODULES
- (13) SYSTEM SENSOR STROBE LIGHTS
- (18) SYSTEM SENSOR SPEAKER STROBES
- (4) SYSTEM SENSOR WEATHERPROOF SPEAKER STROBES
- (10) SYSTEM SENSOR CARBON MONOXIDE DETECTORS

### **Bay Alarm to connect and monitor the following devices installed by others:**

- (1) CONNECTION TO EXISTING WATER FLOW SWITCH
- (2) CONNECTION TO EXISTING OS&Y TAMPER SWITCH
- (4) CONNECTION TO EXISTING DUCT SMOKE DETECTORS
- (4) CONNECTION TO EXISTING FIRE SMOKE DAMPERS

### **Bay Alarm to leave as is:**

- (1) FIRE ALARM DOCCUMENT CABINET
- (1) FIRE ALARM BREAKER LOCK KIT

### **Bay Alarm to provide:**

- (1) SET OF APOVED FIRE ALARM DRAWINGS
- (1) UL FIRE ALARM CERTIFICACE
- (1) FIRE ALARM FINAL W/WEST SACRAMENTO FIRE DEPARTMENT



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### Purchase

Onetime installation charge

~~\$39,626.00~~ (\$24,180.00)

\*Monthly monitoring, service and fire alarm testing

\$95.00

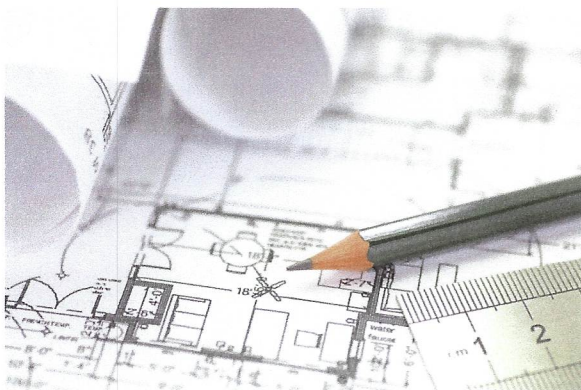
*(Monthly service rate is in addition to your current rate of \$209.93)*

- System service includes all required NFPA72 fire alarm testing. These inspections are required by the monitoring company and are performed on a semi-annual basis.
- System service includes all Title 19 NFPA25 Sprinkler System Inspections. Inspections are performed on a quarterly basis as required by NFPA25 and includes annual riser certification along with state riser tags.
- City of West Sacramento permit fees and taxes are billed separately.

### Timeline once proposal is approved by Sacramento Valley Charter School

- 2-5 days to send and approve DocuSign agreement to signatory.
- 2-3 weeks to create and submit design drawings to the Fire Department.
- 3-5 weeks for the City of West Sacramento issue a permit.
- 2-weeks for our installation team to install and pretest the system. (2-3 Technicians)
- 3 days to schedule a fire department final.

**\*\* If Sacramento Valley Charter School can move quickly on the decision process, we may be able to get this done during your April Spring break.**



In House Fire Alarm Design



UL/CFM Certified Equipment & Installation

Lou Fontana

**Bay Alarm Company**

m. (916) 919-6735 | f. (916) 489-2542

<mailto:lou.fontana@bayalarm.com>

[www.bayalarm.com](http://www.bayalarm.com)

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## Installation reduction

(10days)

- Reduce labor by 50% by utilizing a lead tech with level 1 techs at n/c.
- Provide plan production at no charge.
- Provide final with the fire department at no charge.
- Provide 5% discount on equipment

Install system for

**\$24,180.00**



WE GOT YOU.

**Patrick Akins**  
Sales Manager

**Bay Alarm Company**  
Sacramento Branch  
3475 Orange Grove Ave, N. Highlands, CA 95660  
(916) 484-2105  
[BayAlarm.com](http://BayAlarm.com)

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*Action A7*

## ESTIMATE

Dican Electric Lic# 1008516  
8467 London Plain ct  
Fair Oaks, CA 95628

dican.electric@gmail.com  
+1 (916) 573-0807  
www.dicanelectric.com



### Bill to

Sacramento Valley Charter School  
2399 Sellers Way, West Sacramento, CA  
95691

### Estimate details

Estimate no.: 2480

#	Product or service	Description	Qty	Rate	Amount
1.	Services	20 amp twin breakers to create more space in the panel	3	\$100.00	\$300.00
2.	Services	20 A circuit from panel to office 1 with communications devices	1	\$1,300.00	\$1,300.00
3.	Services	20 A circuit from panel to office/classroom 2	1	\$1,500.00	\$1,500.00
4.	Services	20 A circuit from panel to office 3 father away	1	\$1,700.00	\$1,700.00
5.	Services	New outlet to separate from existing circuit for office 1	1	\$200.00	\$200.00
6.	Services	New outlet to separate from existing circuit for office 2	1	\$200.00	\$200.00
7.	Services	New outlet to separate from existing circuit for office 3	1	\$200.00	\$200.00
Total					<b>\$5,400.00</b>

Accepted date

Accepted by

Acton A8

# 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	<a href="http://www.sacvalleycharter.org">http://www.sacvalleycharter.org</a>

**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	<a href="mailto:vdbrown@sacvalleycharter.org">vdbrown@sacvalleycharter.org</a>
Website	<a href="http://www.sacvalleycharter.org">www.sacvalleycharter.org</a>
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)*

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
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
<b>Total Teaching Positions</b>	<b>17.50</b>	<b>100</b>	<b>393.50</b>	<b>100</b>	<b>274,759.10</b>	<b>100</b>

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
<b>Total Teaching Positions</b>	<b>17.40</b>	<b>100</b>	<b>401.20</b>	<b>100</b>	<b>279,044.80</b>	<b>100</b>

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/ <b>Year of Adoption:20-21</b>	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: Mulsari 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 2022–23	District 2023–24	State 2022–23	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.*

--



## 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

last page  
Action B1

SACRAMENTO VALLEY CHARTER SCHOOL  
Charter No. 1338  
Audited Financial Statements  
June 30, 2024

*The audit report is on the SVCS website at:*

[https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/svcs\\_-\\_final\\_audited\\_financial\\_statements\\_fy2023-24.pdf](https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/svcs_-_final_audited_financial_statements_fy2023-24.pdf)



# SAMPLE INSTRUCTIONAL CALENDARS

2025-2026



**WASHINGTON UNIFIED SCHOOL DISTRICT**  
**Instructional Calendar**  
**2025-2026**

Board Approved  
6/13/2024

July					August					September				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4					1	1	2	3	4	5
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
28	29	30	31		25	26	27	28	29	29	30			
					18/18					20/38				
October					November					December				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31						29	30	31		
21/59					14/73					15/88				
January					February					March				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			1	2	2	3	4	5	6	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27
26	27	28	29	30						30	31			
18/106					18/124					14/138				
April					May					June				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29	30			
18/156					20/176					4/180				

**August:**

4th - District In-Service (No Students)

5th - District In-Service (No Students)

6th - First Day of Attendance for Students

**September:**

1st - Labor Day

26th - PL Day (No Students)

**October:**

13th - 14th - (No Students)

**November:**

11th - Veterans Day

Thanksgiving Recess (11/24-11/28)

**December:**

Winter Recess (12/22-1/5)

**January:**

19th - Martin Luther King Jr. Day

**February:**

13th - Lincoln's Birthday

16th - President's Day

**March:**

6th - PL Day (No Students)

27th - Cesar Chavez Day Observed

Spring Break (3/23-4/6)

**April:**

Spring Break (3/23-4/6)

5th - Easter Sunday

**May:**

25th - Memorial Day

**June:**

4th - Last Day of School

**Key:**

	First/Last Day of School
	PL Days 9/26 & 3/6 (No Students)
	Parent Conference Minimum Days
	9-12 Midterm/Finals
	184 Days of Service

**Note: All Wednesdays are minimum days.  
Including December 19, 2025 and June 4, 2026**



JULY 2025							AUGUST 2025							SEPTEMBER 2025							OCTOBER 2025						
S	M	T	W	TH	F	S	S	M	T	W	H	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4	5						1	2		1	2	3	4	5	6				1	2	3	44
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	31	28	29	30	30				26	27	28	29	30	31	
							31																				
NOVEMBER 2025							DECEMBER 2025							JANUARY 2026							FEBRUARY 2026						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
						1																					
2	3	4	5	6	7	8	1	2	3	4	5	6	4	5	6	7	8	9	10	3	1	2	3	4	5	6	7
9	10	11	12	13	14	15	7	8	9	10	11	12	13	11	12	13	14	15	16	8	9	10	11	12	13	14	
16	17	18	19	20	21	22	14	15	16	17	18	19	20	11	12	13	14	15	16	15	16	17	18	19	20	21	
23	24	25	26	27	28	29	21	22	23	24	25	26	27	18	19	20	21	22	23	22	23	24	25	26	27	28	
30							28	29	30	31				25	26	27	28	29	31								
MARCH 2026							APRIL 2026							MAY 2026							JUNE 2026						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	2	3	4	5	6	7																					
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23																										

SEP 8 – LABOR DAY  
NOV 11 – VETERANS DAY  
NOV 27 – THANKSGIVING

FEB 9 – LINCOLN'S BIRTHDAY  
FEB 16 – PRESIDENT'S DAY  
MAY 25 – MEMORIAL DAY



JULY 2025							AUGUST 2025							SEPTEMBER 2025							OCTOBER 2025						
S	M	T	W	TH	F	S	S	M	T	W	H	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6		5	6	7	8	9	10	11
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	12	13	14	15	16	17	18
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	19	20	21	22	23	24	25
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	26	27	28	29	30	31	
27	28	29	30	31			24	25	26	27	28	29	31	28	29	30											
							31																				

NOVEMBER 2025							DECEMBER 2025							JANUARY 2026							FEBRUARY 2026						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
						1															1	2	3	4	5	6	7
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	31	31							
30																											

MARCH 2026							APRIL 2026							MAY 2026							JUNE 2026						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	2	3	4	5	6	7				1	2	3	4							1	2	1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

First Day of School		Holiday/No School		Teacher Work Day / No Students		Winter Break & Spring Break	
Last Day of School		PLC Wednesday - Minimum Day		Non-Academic Month		Full Day Student Attendance	

SEP 8 – LABOR DAY  
NOV 11 – VETERANS DAY  
NOV 27 – THANKSGIVING

DEC 25 – CHRISTMAS DAY  
JAN 1 – NEW YEAR'S DAY  
JAN 19 – MLK DAY

FEB 9 – LINCOLN'S BIRTHDAY  
FEB 16 – PRESIDENT'S DAY  
MAY 25 – MEMORIAL DAY



# 2025/2026 School Year Calendar

JULY '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER '25						
S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY '26						
S	M	T	W	Th	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY '26						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH '26						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL '26						
S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '26						
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2	3	4	5	6	7	8
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23	24	25	26	27	28	29
30	31					

JUNE '26						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Students Not in School:	
Pre-Service Staff Development	8/5/25 & 8/6/25
Labor Day	9/1/25
Staff Development (District and Site)	8/4/25, 10/31/25, 1/5/26
Non - School Day	11/10/25
Veterans Day	11/11/25
Fall Break	11/24/25 - 11/28/25
Winter Break	12/19/25 - 1/2/26
Dr. Martin Luther King Jr. Day	1/19/26
Lincoln's Birthday Observed	2/9/26*
Presidents Day Observed	2/16/26
Spring Break	3/30/26 - 4/6/26
Memorial Day	5/25/26
Post-Service Day	5/29/26

1st Day of School	8/7/25
Last Day of School	5/28/26
# of School Days (Students)	180
# of Work Days (Teachers)	186
End of 1st Trimester	10/30/25
End of 2nd Trimester	2/27/26
End of 3rd Trimester	5/28/26
Report Card PLC Dates	10/29/25, 2/25/26, 5/20/26
Progress Report PLC Dates	9/17/25, 1/14/26, 4/15/26
Elementary Conference Week	11/17/25 - 11/21/25
PLC/Parent Conference - Elementary	3/11/26

★	1st Day of School
—	Students in School
—	Teacher Workday/No Students
—	Non-School Day
—	PLC Wednesday - All Schools - Minimum Day
—	Elementary Conference Week Schedule (Regular Schedule for Middle Schools)
—	Non-School Day/Holidays
—	Minimum Day - All Schools

PLC - Professional Learning Community: Minimum Day Every Wednesday (All Schools)

Approved by the Board of Education: 11/14/2024

\*Note: Per Ed Code §37220, public schools shall close on the Friday or Monday of the week in which Lincoln's birthday (2/12) occurs.



# MODESTO CITY SCHOOLS 2025-26 SCHOOL CALENDAR

## IMPORTANT DATES

<b>July 2025</b>	
4	Holiday
25	11-mo site clerical return
<b>August 2025</b>	
1	10-mo site clerical return
5-7	Staff Development
8-11	Teacher Workday
12	Classes Begin
Instructional Days 14	
<b>September 2025</b>	
1	Holiday
Instructional Days 21	
<b>October 2025</b>	
10	1st Qtr = 43 Days
31	1st Tri-58 Days
Instructional Days 23	
<b>November 2025</b>	
11	Holiday
27-28	Holiday
Instructional Days 17	
<b>December 2025</b>	
19	2nd Qtr = 47 Days
	1st Sem = 90 Days
22-31	Winter Break
Instructional Days 15	
<b>January 2026</b>	
1-9	Winter Break
19	Holiday
Instructional Days 14	
<b>February 2026</b>	
9	Holiday
16	Holiday
20	2nd Tri-59 Days
Instructional Days 18	
<b>March 2026</b>	
13	3rd Qtr = 42 Days
23-27	Spring Break
Instructional Days 17	
<b>April 2026</b>	
3	Holiday
Instructional Days 21	
<b>May 2026</b>	
25	Holiday
29	4th Qtr = 48 Days
	2nd Sem = 90 Days
	3rd Tri-63 Days
	Classes End
Instructional Days 20	
<b>June 2026</b>	
1	10-mo site clerical last day
19	Holiday
23	11-mo site clerical last day

M T W TH F

### JULY 2025

	1	2	3	④
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25%
28	29	30	31	

### AUGUST 2025

4	5	6	7	8
11	12*	13	14	15
18	19	20	21	22
25	26	27	28	29

### SEPTEMBER 2025

①	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

### OCTOBER 2025

		1	2	3
6	7	8	9	10✓
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31T

### NOVEMBER 2025

3	4	5	6	7
10	⑪	12	13	14
17	18	19	20	21
24	25	26	⑳	㉑

### DECEMBER 2025

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19✓S
22	23	⑳	㉑	26N
29	30	㉓		

M T W TH F

### JANUARY 2026

			①	2
5	6	7	8	9
12	13	14	15	16
⑱	20	21	22	23
26	27	28	29	30

### FEBRUARY 2026

2	3	4	5	6
⑨	10	11	12	13
⑱	17	18	19	20T
23	24	25	26	27

### MARCH 2026

2	3	4	5	6
9	10	11	12	13✓
16	17	18	19	20
23	24	25	26	27
30	31			

### APRIL 2026

		1	2	③
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

### MAY 2026

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
⑳	26	27	28	29✓ST

### JUNE 2026

1#	2	3	4	5
8	9	10	11	12
15	19	17	18	⑱
22	23%	24	25	26
29	30			

Classes Begin: 8/12/25

Winter Break: 12/22 - 1/9

Classes End: 5/29/26

Spring Break: 3/23 - 3/27

Instructional Days: 180

## Legend

✓	End of Quarter	#	First/Last Day for 10-month clerical school-level employees
S / T	End of Semester/Trimester	%	First/Last Day for 11-month clerical school-level employees
○	HOLIDAY	N	Non-Report Day for 12-month Classified
□	Non-Attendance Day		
*	First Day of School		

# APS Student Calendar School Year (SY) 2025-2026

**4** Independence Day

**28-31** Teacher Preplanning Days

Instructional Days: 0  
School-based Staff Days: 4

JULY 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**1-2** December Break (Students and Teachers)

**5** Teacher Professional Learning Day

**6** Begin 2<sup>nd</sup> Semester

**19** M.L. King, Jr. Birthday (Students and Teachers)

Instructional Days: 18  
School-based Staff Days: 19

**1** First Day of School

Instructional Days: 21  
School-based Staff Days: 21

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**16-17** Presidents' Day/Teacher Professional Learning Days

**18-20** Winter Break (Students and Teachers)

Instructional Days: 15  
School-based Staff Days: 17

**1** Labor Day (Students and Teachers)

**22** PreK-12 Early Release Day

Instructional Days: 21  
School-based Staff Days: 21

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**16** PreK-12 Early Release Day

Instructional Days: 22  
School-based Staff Days: 22

**13-14** Indigenous Peoples' Day/Teacher Professional Learning Days

**15-17** Fall Break (Students and Teachers)

Instructional Days: 18  
School-based Staff Days: 20

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**6-10** Spring Break (Students and Teachers)

Instructional Days: 17  
School-based Staff Days: 17

**4** Election Day/Teacher Professional Learning Day

**24-28** Thanksgiving Break (Students and Teachers)

Instructional Days: 14  
School-based Staff Days: 15

NOVEMBER 2025						
S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/ 30	24	25	26	27	28	29

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

**25** Memorial Day

**28** Last Day of school/Quarter 4 Ends

**29** Teacher Post planning Day  
Instructional Days: 19  
School Based Staff Days: 20  
Semester 2: 91 Days  
School Year: 180 Instructional Days

**19** 1<sup>st</sup> Semester End

**22-31** December Break (Students and Teachers)

Instructional Days: 15  
School-based Staff Days: 15  
Semester 1: 89 Days

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**19** Juneteenth National Independence Day

First/Last day  
Teacher professional learning day (Students do not report)  
Holiday



# 2024-2025 Statement of Economic Interests



## Form 700

A Public Document

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### ***Helpful Resources***

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

## California Fair Political Practices Commission

1102 Q Street, Suite 3050 • Sacramento, CA 95811

Email Advice: [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov)

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: [www.fppc.ca.gov](http://www.fppc.ca.gov)

December 2024

Info/Disc. A4

## What to Know Continued

### How to file:

The Form 700 is available at [www.fppc.ca.gov](http://www.fppc.ca.gov). Additional PDF schedules of Form 700 are available on the FPPC's website. Form 700 schedules are also available in Excel format. Filers should always check with their filing officer to see if their agency requires a particular filing method. All statements are signed under penalty of perjury and must be verified by the filer. See Regulation 18723.1(c) for filing instructions for copies of expanded statements. Depending on your agency's requirements, statements can be required to be filed in the following formats:

**Wet Signature** ➔ Each Statement must have a handwritten "wet" signature. Wet signature statements can be filed either by hand delivery or mail.

**Digital Signature** ➔ Each statement must be signed with a verified digital signature via the filer's agency email address *if permitted by the filing officer*. The statement must be sent by email as a PDF with the digital signature affixed to the document. (See Regulations 18104 and 18757, as well as FPPC's Filing with a Digital Signature Fact Sheet for additional guidance).

**Electronic Signature** ➔ Each statement must be signed with a secure electronic signature submitted using an approved electronic filing system. Filers must be duly authorized by their filing officer to file electronically under Government Code Section 87500.2.

### When to file:

#### Annual Statements

##### ➔ March 3, 2025

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

##### ➔ April 1, 2025

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their filing official or filing officer.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

#### Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

##### Exception:

If you assumed office between October 1, 2024, and December 31, 2024, and filed an assuming office statement, you are not required to file an annual statement until March 2, 2026, or April 1, 2026, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2025. (See Reference Pamphlet, page 7, for additional exceptions).

#### Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

Certain candidates listed in Government Code Section 87500 are required to file their candidate statement electronically via the FPPC's e-filing system. Please refer to Page 3, Where to File section, for the list of offices required to file electronically with FPPC. Filers for the offices listed under Section 87500 should contact the FPPC at [form700@fppc.ca.gov](mailto:form700@fppc.ca.gov) to obtain their login and password information.

#### Late Statements

**There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 20 for information on penalties and fines.)**

#### Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. The amended schedule(s) is attached to your original filed statement. Obtain amendment schedules at [www.fppc.ca.gov](http://www.fppc.ca.gov). Filers authorized to file electronically amend their statements using their agency's electronic filing system. *Note:* If you are a candidate or officeholder listed under Government Code Section 87500, then you must amend your statements electronically using the FPPC's e-filing system.

Info/Disc A4



**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

Date Initial Filing Received  
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Sacramento Valley Charter School

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

**2. Jurisdiction of Office (Check at least one box)**

☐ State

☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)

☐ Multi-County

☒ County of Yolo

☐ City of

☐ Other

**3. Type of Statement (Check at least one box)**

☐ **Annual:** The period covered is January 1, 2024, through December 31, 2024.

-or-

The period covered is / / , through December 31, 2024.

☐ **Leaving Office:** Date Left / /  
(Check one circle below.)

☐ The period covered is January 1, 2024, through the date of leaving office.

-or-

☐ The period covered is / / , through the date of leaving office.

☐ **Assuming Office:** Date assumed / /

☐ **Candidate:** Date of Election and office sought, if different than Part 1:

**4. Schedule Summary (required)**

**Schedules attached**

► Total number of pages including this cover page:

☐ **Schedule A-1 - Investments** – schedule attached

☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached

☐ **Schedule A-2 - Investments** – schedule attached

☐ **Schedule D - Income – Gifts** – schedule attached

☐ **Schedule B - Real Property** – schedule attached

☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached

-or- ☐ **None** - No reportable interests on any schedule

**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

2399 Sellers Way

West Sacramento

CA

95691

DAYTIME TELEPHONE NUMBER

( 916 ) 596-6422

EMAIL ADDRESS

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

(month, day, year)

Signature

(File the originally signed paper statement with your filing official.)

InG/Disc. A4

## Sacramento Valley Charter School

### Principal's Report to the SVCS Board of Directors

February 20, 2025

1. Initiation of the Professional Learning Communities Model (PLC) during January 2025 Grade Level Team Meetings-Teachers reported findings to principal; one notable finding-math proficiency is in need of improvement from Gr. 3-6; purchased fractions practice booklets for grade 4 because Gr. 5 teachers stated that students' fractions skills were lacking. Grade 4 teachers must provide daily multiplication practice.
2. Office remodel almost completed
3. Have started working on instructional time blocks for 2025-2026 to make instructional periods more efficient (passing times have been compromising instructional blocks)
4. Attended PTO meeting
5. Two Parent Coffee Hours
6. Participated in Sacramento Job Fair – gained several promising applicants
7. Attended California Department of Education Conference in Sacramento-Topic Growing the Teaching Workforce
8. Will attend The Charter Schools Conference in March (topics include preparing for charter renewal; human resources management, research based instruction, data driven decision making)
9. Will register to attend the Professional Learning Communities Conference in June with 4 teachers attending.
10. Leadership Team has been working on development of 2025-2026 academic calendar
11. Assessing the number of new faculty that will be needed for 2025-2026.
12. Have been conducting formal teacher observations