

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.²

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the

² See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

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June 30, 2022, deadline for LEAs to present their plans to their governing boards.³

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

³ The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and implementation process.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.⁴

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.⁵
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council),

⁴ The CDE may collect additional data related to UPK implementation in future years as well.

⁵ LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.⁶

6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC* 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

⁶ The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC* Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Sacramento Valley Charter School	Vicky Dali Fiscal Consultant	vdali@sacvalleycharter.org	916-596-6422

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

a. Yes

b. No Ok

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

Projected Enrollment and Needs Assessment

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA’s TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.⁷ Complete the following tables.⁸

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)/4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	0	[Enter number here]	3	10	15	15

⁷ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher’s assistants will be needed, in addition to those estimates that are required for reporting to CDE.

⁸ See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
CSPP (if applicable)	0	0	0	0	0	0

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	0	0	1 (TK/K combo)	1	1	1
CSPP Classrooms	0	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	0	0	1 (UTK/K Combo)	1	1	1
TK Teacher’s Assistants	0	0	0	1	1	1

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Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	0	0	0	0	0	0
Other CSPP Classroom Staff (if applicable)	0	0	0	0	0	0
Early Education District-level staffing (if applicable)	0	0	0	0	0	0

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	2	10	15	15

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	0	0	2	10	15	15

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK? [open response]
2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice. [open response]
3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK. [open response]
4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others). [open response]
5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level. [open response]

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP. [open response]
7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process. [open response]
8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners. [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

a. TK offered at all sites

b. TK offered at some sites

c. TK stand-alone classes

d. TK and kindergarten combination classes Okay

e. CSPP and TK combination classes (CSPP funding and ADA funding)

f. Locally-funded preschool and TK combination classes

g. CSPP stand-alone classes

h. Head Start stand-alone classes

i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]

a. Full Day TK Okay

⁹ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (EC sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (EC Section 46111). However, EC Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, EC Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

- b. Part Day TK
 - c. Both
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. [open response]

Sacramento Valley Charter School (SVCS) operates only one site. SVCS successfully operates full-day kindergarten and will work closely with our County Office to develop a full-day TK program with after-school care to achieve the 9-hours of education and care for TK students.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
 - b. Yes - the LEA applied for a new CSPP contract in 2022–23
 - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
 - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
 - e. No - the LEA has no plans to begin or expand a CSPP contract in future years Okay for now
 - f. No - the LEA plans to relinquish or reduce CSPP services in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

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- d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day)
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
 - i. Yes
 - ii. No Okay
 - iii. Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe Okay
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe Okay

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA's UPK Plan prioritize parental needs and choices? [open response]
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? [open response]
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? [open response]
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)? [open response]
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day. [open response]

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys

- c. English Learner Advisory Committee (ELAC)
 - d. District English Learner Advisory Committee (DELAC)
 - e. Special Education Local Plan Area (SELPA)
 - f. School Site Council
 - g. District Advisory Committee
 - h. LCAP educational partners input sessions
 - i. Tribal Community input session
 - j. Co-hosting events with community-based organizations (CBOs)
 - k. Hosting meet and greets with the early learning and care community
 - l. LPC Meetings
 - m. Local Quality Counts California (QCC) consortia meetings
 - n. First 5 County Commission meetings
 - o. Community Advisory Committee (CAC)
 - p. Head Start Policy Council meetings
 - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
 - r. Other [describe, open response]
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P) Okay
 - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
 - c. CSPP (on an LEA site)
 - d. CSPP (at a CBO site)

- e. LEA- or locally-funded preschool
- f. Head Start
- g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? [open response]
2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities? [open response]

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:
[open response]
- a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
 - b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - v. Implicit bias and culturally- and linguistically-responsive practice
 - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
 - vii. Curriculum selection and implementation
 - viii. Creating developmentally-informed environments
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally- and linguistically-diverse families

- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)
4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
 - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
 - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Emp-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
 - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and

prepare individuals with a bachelor's degree who want to become teachers in your LEA

- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
- e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- i. Apply for workforce development funding and competitive grant opportunities from the CDE
- j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- k. Provide advising on credential requirements and options for how to meet these requirements
- l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
- m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- o. Other [describe, open response]
- p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and how to meet the requirements

h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers

i. Develop or work with an established mentorship program to support new TK teachers

j. Other [describe, open response]

k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

- c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit**
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen
 - c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA)
 - e. LEA-based, grade level benchmarks and a report card**
 - f. Teaching Strategies GOLD (TS GOLD)
 - g. Work Sampling System (WSS)
 - h. Other [describe, open response]
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- a. Effective adult-child interactions
- b. Children’s literacy and language development (aligned with the *Preschool Learning Foundations and Frameworks*)
- c. Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- d. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction
- j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- l. Engaging culturally- and linguistically-diverse families
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. [open response]
2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity. [open response]
3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?
4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.
5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)? [open response]
6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners? [open response]
7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
 - a. Dual language program with a language allotment¹⁰ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support
 - f. None
 - g. Other [describe, open response]

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
 - a. Dual language program with a language allotment¹¹ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]

¹⁰ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

¹¹ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- e. English-only instruction with home-language support
 - f. None
 - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
 - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning
 - b. Provide adaptations to instructional materials

- c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
 - e. Provide additional staff to support participation in instruction
 - f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA
 - e. LEA-based grade level benchmarks and a report card
 - f. TS GOLD
 - g. WSS
 - h. Other [describe, open response]
 - i. The LEA does not plan to use a common TK assessment
 - j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? [open response]
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. [open response]
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? [open response]

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Sacramento Valley Charter School has not previously offered ECE, TK or UPK so there will only be the addition of TK without displacement.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

a. Yes

b. No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

At least one classroom is needed.

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

SVCS' landlord is aware of and supports working with the school to add a classroom at or adjacent to the existing campus, if possible.

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]

a. Yes

b. No

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

We need to determine the classroom(s) that will be impacted and then can determine the modifications needed. The resources will include planning grant funds, TK apportionment and applying for funding through SB740.

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

a. Yes

b. No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

SVCS will use UTK planning funds, UTK apportionment, Special Education, ESSER II, ESSER III, and/or unrestricted funding to provide needed equipment or accommodations.

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

a. Yes

b. No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

As a single site charter school, we do not have a Facilities Master Plan. SVCS will work with the landlord to accommodate the TK programming.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

- a. Turfed area
- b. Paved area
- c. Apparatus area
- d. Land required for buildings and grounds

e. Total square feet required

- f. None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

- a. Transportation to and from the TK program

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- b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
- c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

d. No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
 - a. Support for parent surveys to gauge interest in service delivery models
 - b. Data analysis capacity building to support staff to refine enrollment projections based on community context
 - c. Information on program eligibility requirements to project enrollment across programs
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
 - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning
 - c. Templates or framework for drafting a P–3 vision that partners and parents support
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

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- g. Guidance on best practices for smooth transitions through the P–3 continuum
 - h. Considerations for TK early admittance
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
 - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
 - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
 - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
 - e. Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
 - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
 - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
 - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

- e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
 - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
 - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
 - b. Children’s literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - c. Children’s math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. Trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - l. Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

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- a. Coaching and mentoring
 - b. Classroom observations and demonstration lessons with colleagues
 - c. Workshops with external professional development providers
 - d. Internally-delivered professional learning workshops and trainings
 - e. Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
 - b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
 - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
 - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
 - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
 - f. Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development
 - g. Guidance on appropriate assessment selection and utilization
 - h. Guidance on creating dual language immersion or bilingual programs
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

- a. Using manipulatives to develop fine motor skills
 - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
 - c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences
 - d. Using differentiated groups that include individual, small, and large group experiences
 - e. Considering the structure of the daily routine to enhance individual and group learning experiences
 - f. Encouraging purposeful play, choice, social interactions, and collaboration
 - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
 - h. Using child development knowledge to guide instructional approaches
 - i. Providing language- and literacy-rich environments
 - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
 - k. Facilitating development and exploration through art
 - l. Incorporating inclusive practices
 - m. Supporting students’ home language and English language development
 - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
 - o. Universal Design for Learning
 - p. Integrated English language development
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children

- b. Strategies to address transportation issues related to UPK access and enrollment
- c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
- d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
- e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA's should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]



Sacramento Valley Charter School

2399 Sellars Way
West Sacramento, CA 95691
916.595.6422

INDEPENDENT STUDY CONTRACT

(After reading this agreement, initial & date the bottom of this page, then fill out and sign the 2nd page of this agreement.)

The Independent Study Education Contract must be submitted and approved by an administrator before the work can be assigned to the student. This version of the Independent Study contract supersedes all previous versions. The work assigned is intended to be completed while the student is absent and not before departure.

No student shall be required to participate in independent study. A student facing expulsion may participate in independent study and/or alternative classroom instruction. Students in independent study have access to the same services and resources of the school in which they are enrolled as is available to other students in the school.

The student is responsible for the completion of the Independent Study Education Contract. The contract, along with work, must be returned to the school office on the first school day immediately following the end date of the contract. Failure to complete and return the assignments to the office by the due date will result in the student receiving no credit for the work assigned and the student will be considered absent. The advisor is not required to accept assignments after the due date (which is the first school day immediately following the end date of contract) or assign make-up work for the time of the contract. If there is any work not listed on the contract assignment page that was assigned while a student is out on contract, the student will be required to make up the additional assignment(s) within two school days of their return or contract renewal.

USE OF THIS CONTRACT DISQUALIFIES THE STUDENT FROM RECEIVING CREDITS IF ASSIGNED WORK IS NOT COMPLETED.

SVCS DOES NOT PARTICIPATE IN CA ASSEMBLY BILL (AB) 130

I understand the above agreement and will follow the guidelines required _____
Parent Initial Date



Parent/ Legal Guardian/ Caregiver Agreement:

I agree to the above conditions and I also understand that:

1. I am responsible for the daily monitoring/instruction and verification of subjects studied with final evaluation by the Independent Study Teacher.
2. I understand that a face-to-face meeting between the parent/legal guardian, student and the Independent Study teacher is required a minimum of every 10-20 school days specified below.
3. I understand that it is my responsibility to provide any needed transportation for my child's scheduled teacher meetings at a mutually agreed upon location reflected on the face of this agreement.
4. I understand that it is my responsibility to provide any needed transportation to testing, tutoring and special education sessions.
5. If I become aware that special or extenuating circumstances will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher/Office prior to the due date to make alternative arrangements.
6. I understand that "missed assignment" protocols will be followed for missed appointments (i.e. first and second notice then possible dismissal from program) and that change to appointments require mutual consent of meeting parties.
7. The student attendance summary log will be updated on a daily basis.
8. I acknowledge that all learning resources used, print, non-print, technology, etc., is property of the school and all material must be returned to the school upon proper notice.
9. I am liable for the cost of replacement or repair for willfully damaged, lost or destroyed books, software and other school property loaned to my child. I understand that student records will not be released until all materials are returned.
10. I understand that my child's failure to complete their work and failure to comply with this contract will trigger dismissal from the program and the disciplinary process that can culminate into expulsion.
11. I have the right to appeal any decision about my child's placement in accordance with SVCS district's policies and procedures.

I understand the above agreement and will follow the guidelines required

_____ Parent Initial _____ Date

Independent Study Teacher/School Agreement:

1. The Independent Study Teacher will assign a body of work to be completed during the duration of this contract.
2. The Independent Study Teacher will evaluate completed work in a timely manner.
3. The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for the work completed.
4. The Independent Study Teacher may grant extended time for an assignment to a period when circumstances justify a longer time, not to exceed the maximum period of time according to board policy.

I understand the above agreement and will follow the guidelines required.

Participating Teachers:

Initial

Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Sacramento Valley Charter School

2399 Sellars Way
West Sacramento, CA 95691
916.595.6422

INDEPENDENT STUDY EDUCATION CONTRACT

Name of Student: _____ Grade: _____

Address of the location of Independent Study: _____

Parent/Guardian Name: _____ Date Submitted: _____

Email: _____ Phone number: _____

Time Period of Independent Study Contract:

FROM _____
Month/Day/Year

TO _____
Month/Day/Year (end of contract)

DUE DATE: The first school day after the end date of contract above

A meeting will be required for review every: ___ 10 days ___ 20 days

Reason(s) for Requesting an Independent Study Contract (include location address and phone):

AGREEMENT:

I have read the terms of the Independent Study Contract on the back of the form and agree to all conditions.

Parent/Guardian Signature: _____ Date: _____

IN ACCORDANCE WITH EDUCATION CODE 46300, I GRANT PERMISSION FOR THE ABOVE STUDENT TO PARTICIPATE IN THE INDEPENDENT STUDY PROGRAM.

Administrator's Signature: _____

Date Contract Was Verified: _____ Completed _____%

Verified By: _____ (must be certificated)

of Contract Days Credited: _____ Entered By: _____

Buswhere APP

- 4-5 second refresh time
- Unit plugs in to jport or OBD2 Port
- 5-7 minute notice of drop-off/pick-up to parents
- Daily driver logs include: actual stop arrival/departure times, bus tracing, wait times at each stop
- Fleet map online shows all bus locations (available to the office)
- Parents use BUSWHERE app to track buses
- BUSWHERE app is free for all
- Messaging directly from admin to parents about delays/bus issues
- Printable directions/safety records/anomalies report
- No contract
- Pricing:
 - \$65/BUS
 - \$50/Van
 - 10 months in paid advance or month by month payment options available

BusWhere LLC
2 Wisconsin Circle, Suite 700
Chevy Chase, MD 20815
Tel 202.888.5920
support@buswhere.com | <https://buswhere.com>



JUNE 20, 2022

BUSWHERE: INTEGRATED MANAGEMENT AND PARENT APP FOR SACRAMENTO VALLEY CHARTER SCHOOL

WHAT IS BUSWHERE?

BUSWHERE is an integrated bus, route, and rider management system that includes an advanced administration portal as well as a free app that parents can download to their smartphone. The app allows parents to see the school bus moving IN REAL TIME on a map and receive an alert 5 to 7 minutes prior to the bus arriving at their stop. The administration portal will help you manage and monitor your fleet and will also improve communication with parents.

BUSWHERE FOR PARENTS

Our downloadable app (free on Apple store or Google Play) is simple and easy to use, but comprehensive in terms of real time information to parents (4 to 5-second refresh). The app displays the route on the screen and allows parents to see the bus's location and the ETA at the selected stop. The ETA will recalculate if traffic causes delays. The family will set up a personal username and password to open a secure account. Security is a priority so only families who receive a direct invitation via the school will be allowed to set up an account.

Our messaging feature is excellent for communication with the families. If necessary, the district can send a service notification to all parents if there is a delay/problem on the bus, giving the family up-to-the-minute information. Phone calls from parents to ask bus-related questions are significantly reduced, thereby saving untold dollars during the year in terms of staff hours.

BUSWHERE FOR DISTRICTS, BUS COMPANIES AND SCHOOLS

Our state-of-the-art plug and play device is used with a custom GPS plug which is installed using the maintenance port on the bus (J-1939, J-1708, or OBD-2). (Cigarette lighter plug is also available.)

BusWhere is a fully integrated cloud-based GPS system and integrates well with routing and student ID programs.

The admin staff have access to data and analytics which can trace the exact route, as well as identify problem stops in terms of time, missed stops and other route performance issues.

BusWhere uses Smart Route Detection™ which means that a device on any bus will identify the route it is running and begin to transmit route data. (auto detect). Any vehicle with a device can run any route without any manual changes. This feature is unique to BusWhere. Our refresh is 4 to 5 seconds. Normal industry standards are 25 to 30 seconds and up.

Administrators can watch all of the routes in progress superimposed on the fleet map, to understand at a glance which bus is running which route.

Installation is quick and easy. Set up is also fast— either stop by stop with autocomplete, or via a bulk import from a file if you have many routes. Top-level support and training is ongoing and always included.

ADDITIONAL FEATURES FOR BUSWHERE

We have added many features at the request of our customers. Many fall into the fleet management sphere. We can offer you these features at no additional cost:

- Under-dash plug & play GPS tracker, with no external antenna, easy installation, and 4 to 5-second update
- Advanced route creation lets you pinpoint any GPS location as a stop, even in a parking lot or "off-road", and then set up the route automatically using Learned Routes™
- Interactive and downloadable logs mean easy access to any run from any day, with full data export for offline analysis
- Fleet Map includes information on the route each bus is currently running, fuel levels, and other real-time vehicle data
- Odometer, miles off-route, time in Park vs Drive, engine coolant, GPS status. (by request)

BUSWHERE FOR SACRAMENTO VALLEY CHARTER SCHOOL

We are pleased to offer BusWhere to you at a special price of \$65.00 per/bus/ per month for route vehicles for the school year. We invoice monthly for the 10 months the schools are in session. Special arrangements can be made for the summer months if needed. This price includes hardware and software, GPS, Cell coverage, training and support. (You do the installation, less than 5 minutes each). All new features are included at no extra charge to you with RFID the exception. Non route vehicles are billed at \$30.00 per month (but can run routes if needed for no extra charge). Payment is credit card, check (monthly) or year in advance. You are able to cancel at any time however, a 30-day advanced notice would be appreciated.

When sending this LOI back signed, please also advise:

1. Number of route buses
2. Number of fleet/non route vehicles you require a device for
3. Payment terms, yearly, monthly (credit card or check)
4. Dates of your school year start and stop.

Please do not hesitate to be in touch if you have questions or comments. Thank you

WITH REGARDS,

ANDREA SHUSTARICH

Your Signature accepting our offer: (with date)



Sacramento Valley Charter School
2399 Sellers Way
West Sacramento, CA 95691
916.596.6422/916.596.6434
916.617.2707 (fax)



Dr. Amrik Singh, Principal

Genora Whiting, Admin Secretary

Principal Report: June 21, 2022

ELPAC Testing: All grades, K-8, have completed their ELPAC (Summative) testing for determining their proficiency in English. As results become available to us and the EL teachers we send the information home to all parents. Between now and the beginning of the next school year our office staff will work on determining those students who are RFEP (reclassified as no longer EL) and we will send letters home in regards to RFEP status in the beginning of the 2022-2023 school year.

Extended learning: Currently, SVCS is hosting our Summer Boost program. The students who are attending were identified by their teachers as “At risk of retention” or “Highly recommended” students. These students are working in small class sizes for 2 weeks (June 13th - June 24th) as a direct academic intervention. Those who were at risk of retention will be reassessed at the end of the program to determine their grade level status. We have 53 students total enrolled and 6 teachers working along with 3 aides to provide the level of support that these students need.

Multicultural Day: The Multicultural event was on May 19, 2022 . Each class created a presentation and project on a specific country picked from different continents. The idea is to increase our scholars’ multicultural competency and appreciation for other cultures. It was well received by all of SVCS and our scholars learned alot about each country.

8th Grade Graduation:

For the first time we were able to hold an in person Graduation in the presence of their parents and families since the start of the pandemic. A lot of work went into making sure this event was successful

for our scholars. Food was prepared, decorations were very descriptive. Joint efforts were put in to create a video that threw light on their journey in SVCS.

Kindergarten Promotion: All parents attended the Kindergarten Promotion ceremony and expressed their appreciation for Kindergarten Teachers, aides, and staff. SVCS puts extra effort into this event to show our dedication to Kindergarten as a foundational class.

Staff Retreat and Staff Development: Our staff was able to celebrate the end of the year by going to TopGolf Roseville. This was a wonderful experience and team building opportunity while we enjoyed each other's company. The time taken increased collaborations and cooperation between staff and teachers.

STEAM Summer Camp: STEAM Summer Camp is being hosted by River City high school teacher Ms. Alavi. STEAM camp has no admission fee and there are 8 students total in grades 6-8 who attended. The students are learning about engineering tactics, communications, and programming throughout the week. On June 17th the STEAM camp concluded and each student gave a presentation in front of visiting parents. The students thanked Ms. Alavi for such a unique and wonderful experience.

Staff Update: We have open positions in SPED, PE, 1st Grade, Kindergarten, and Middle School Social Studies. So far we have conducted 2 interviews but there has been no selection made yet.

Sacramento Valley Charter School
Transaction Report
 May 12 - June 15, 2022

Account	Amount
Total for 8096 - Cash in Lieu of Property Taxes	\$ 40,129.00
UNRESTRICTED REVENUE:0000 - Unrestricted:8096 - Cash in Lieu of Property Taxes	
Total for Miscellaneous	\$ 642.31
UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Miscellaneous : Donation & Bhangra Class	
Total for Transportation	\$ 600.00
UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Transportation	
Total for 6030 - CSFGP SB740	\$ 54,692.98
V RESTRICTED REVENUE:6030 - CSFGP SB740	
Total for 8311 - Special Education - State	\$ 14,616.00
V RESTRICTED REVENUE:6500 - Special Education - State: 21-22 May	
	<u>\$ 110,682.29</u>

Monday, Jun 13, 2022 12:05:15 PM GMT-7 - Accrual Basis

Sacramento Valley Charter School
Check Detail
 May 11 - June 15, 2022

Date	Transaction Type	Num	Name	Memo/Description	Amount
05/12/2022	Check	4789	West Sacramento Truck Stop	For Fuel	5,279.09
05/12/2022	Check	4790	Bode & Bode Lock Safe	For Slide Gate - Diagnose the issues with the slide gate	895.00
05/16/2022	Check	4791	Gurdeep Singh	Deliver Lunch Grocery to School - May 2022	500.00
				Reimbursement to School lunch Grocery - School Credit Card declined	239.80
					\$ 739.80
05/16/2022	Check	4792	Astound Business Solutions	For Phone & Internet Service	1,448.64
05/16/2022	Check	4793	Chill Chain	For Milk	361.38
05/16/2022	Check	4794	Gurdeep Singh	Transport students to School	1,080.00
05/16/2022	Check	4796	Raghuwant Singh Arora	Transport Students to School	765.00
05/16/2022	Check	4797	Nearpod Inc	Renewal License 22-23- Nearpod Primum Plus and Flocabulary Site	5,229.02
05/16/2022	Check	4798	Gurdeep Singh	For Lunch Grocery - S.V.C.S credit Card was declined	111.36
05/25/2022	Check	4799	Franchise Tax Board	For Tax fee	50.00
05/25/2022	Check	4800	Bay Alarm Company	For Security Alarm Monitoring Service	579.90
05/25/2022	Check	4801	Courtney Olson	Reimbursement for the Classroom Supplies - Instructional Material	79.68
05/25/2022	Check	4802	Chill-Chain, Inc.	For Milk	127.02
05/25/2022	Check	4803	MetLife	For ADD & LTD	361.92
05/25/2022	Check	4804	Amazon.Com	For Classroom Supplies	578.66
				For Instructional Material for Ms. Hope	352.96
				For Sanitizing Stuff	48.60
				For Office Supplies	111.33
				For Graduation Decoration Stuff	171.20
				Use Sales Tax	-2.08
					\$ 1,260.67
05/25/2022	Check	4805	Ginny Phillips	Reimbursement for the Classroom Supplies - Instructional Material	64.03
05/25/2022	Check	4806	Kuldip K. Bagri	SVCS card was declined. For drivers Uniform	950.57
05/25/2022	Check	4807	Sikh Temple Sacramento	For Napkin Pallet	712.15
05/31/2022	Bill Payment (Check)	4809	T-mobile	For 9 Hotspot connection fee	180.00
06/03/2022	Check	4808	DMV	Van - 7ZZT200	286.00

				For Van - Registration Renewal
06/03/2022	Check	4810 Sarbjeet Nijjar	For CLAD Course Fee	1,530.00
06/03/2022	Bill Payment (Check)	4811 New Horizon Flooring	Invoice for month of May 2022	3,333.00
			Additional cost related to covid Sanitizing	967.00
				<u>\$ 4,300.00</u>
06/03/2022	Check	4812 Nor- Cal Security	For Unarmed Security Fee - field Trips	450.00
06/03/2022	Check	4813 PG&E	For Utility Charges	66.52
06/03/2022	Check	4814 City of West Sacramento	For Utility Charges	415.95
06/03/2022	Check	4815 Vicky Dali CPA LLC	Invoice for the month of May 2022	3,190.00
06/03/2022	Check	4816 Chill-Chain, Inc.	For Milk	381.06
06/03/2022	Check	4817 Sikh Temple - Rent Payable	Invoice for the month of June 2022	26,463.00
			Remaining Balance - May Invoice	1,917.00
				<u>\$ 28,380.00</u>
06/03/2022	Check	4818 Harshwal &Company LLP	Final Professional fee for Audit service - FY June 30,2021	11,576.00
06/07/2022	Check	4819 Real Pest Management Inc.	Pest Control Service - May 2022	300.00
06/07/2022	Check	4820 Great America Financial	For Copier Lease	979.61
06/07/2022	Check	4821 Bus Paramedic	45 Days School Buses Inspection	725.00
06/07/2022	Check	4822 WageWorks	For Cobra Service	40.00
06/07/2022	Check	4823 Sedikeh Alavi	Invoice for the Instructional Service for Science Projects - Middle School	1,500.00
06/07/2022	Check	4824 Sweat III	For Fitness , Wellness & SEL	5,120.00

Monday, Jun 13, 2022 11:28:52 AM GMT-7

RESOLUTION NO. 2021-22 009

A RESOLUTION OF THE BOARD OF DIRECTORS OF THE SACRAMENTO VALLEY CHARTER SCHOOL PROCLAIMING A LOCAL EMERGENCY, RATIFYING THE PROCLAMATION OF A STATE OF EMERGENCY BY GORVERNOR GAVIN NEWSOM DATED MARCH 4, 2020, AND AUTHORIZING REMOTE TELECONFERENCE MEETINGS OF THE GOVERNING BODY OF SACRAMENTO VALLEY CHARTER SCHOOL PURSUANT TO BROWN ACT PROVISIONS. THE SCHOOL BOARD IS REQUIRED TO TAKE ACTION TO EXTEND THE LOCAL EMERGENCY NOT TO EXCEED 30-DAY PERIODS. THE ABILITY TO ADOPT REOSLUTIONS TO SUSPEND THE SPECIFIC BROWN ACT PROVISIONS RELATING TO TELECONFERENCEING EXPIRES ON JANUARY 1, 2024.

WHEREAS, the Sacramento Valley Charter School is committed to preserving and nurturing public access and participation in meetings of the Board of Directors; and

WHEREAS, all meetings of Sacramento Valley Charter School's governing body are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950 – 54963), so that any member of the public may attend, participate, and watch the School's governing body conduct its business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote teleconferencing participation in meetings by members of a governing body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the State caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the School's boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, such conditions exist in the School's areas of attendance, specifically, the Governor's March 4, 2020 declaration of a State of Emergency for COVID-19; and,

WHEREAS, Yolo County and Sacramento County have issued continuing and revised health orders in July 2021 regarding wearing masks in all public indoor settings regardless of vaccination status,

WHEREAS, the Board of Directors does hereby find that COVID-19, its variants – including Omicron - and masking orders and similar conditions may cause imminent risk to participants, has caused, and will continue to cause, conditions of peril to the safety of persons within the School that are likely to be beyond the control of services, personnel, equipment, and facilities of the School, and desires to proclaim a local emergency and ratify the proclamation of state of emergency by the Governor of the State of California; and

WHEREAS, as a consequence of the local emergency, the Board of Directors does hereby find that the governing body of Sacramento Valley Charter School shall conduct their meetings without compliance with paragraph (3) of subdivision (b) of Government Code section 54953, as authorized by subdivision (e) of section 54953, and that such legislative bodies shall comply with the requirements to provide the public with access to the meetings as prescribed in paragraph (2) of subdivision (e) of section 54953; and

WHEREAS, SACRAMENTO VALLEY CHARTER SCHOOL HAS TAKEN AND CONTINUES TO TAKE MEASURES FOR PUBLIC PARTICIPATION THROUGH ZOOM LINKS AND A TELECONFERENCING OPTION FOR MAXIMUM INCLUSION OF THE PUBLIC.

NOW, THEREFORE, THE BOARD OF DIRECTORS OF SACRAMENTO VALLEY CHARTER SCHOOL DOES HEREBY RESOLVE AS FOLLOWS:

Section 1. Recitals. The Recitals set forth above are true and correct and are incorporated into this Resolution by this reference.

Section 2. Proclamation of Local Emergency. The Board hereby proclaims that a local emergency now exists throughout the area served by the School, and due to the age of many of the Board Members, Staff, and public participants as well as the infection rate of students, staff and the public - regardless of vaccination status - poses imminent risk of the spread of COVID-19 and its variants.

Section 3. Ratification of Governor's Proclamation of a State of Emergency. The Board hereby ratifies the Governor of the State of California's Proclamation of State of Emergency, effective as of its issuance date of March 4, 2020 and the local orders from July 2021 that are in the process of being revised, rescinded or not extended or renewed.

Section 4. Remote Teleconference Meetings. The staff and governing body of Sacramento Valley Charter School are hereby authorized and directed to take all actions necessary to carry out the intent and purpose of this Resolution including, conducting open and public meetings in accordance with Government Code section 54953(e) and other applicable provisions of the Brown Act.

Section 5. Effective Date of Resolution. This Resolution shall take effect immediately upon its adoption and shall be effective until the earlier of July 21, 2022, or such time the Board of Directors adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the governing body of Sacramento Valley Charter School may continue to teleconference without compliance with paragraph (3) of subdivision (b) of section 54953.

PASSED AND ADOPTED by the Board of Directors of Sacramento Valley Charter School, this 21st day of June 2022, by the following vote:

AYES: B. Bhinder, S. Dhillon, D. Ghuman

NOES: 0

ABSENT: N. Thardi, C. Dhatt

ABSTAIN: 0



Sacramento Valley Charter School

2399 Sellars Way
West Sacramento, CA 95691
916.595.6422

INDEPENDENT STUDY CONTRACT

**(After reading this agreement, initial & date the bottom of this page,
then fill out and sign the 2nd page of this agreement.)**

The Independent Study Education Contract must be submitted and approved by an administrator before the work can be assigned to the student. This version of the Independent Study contract supersedes all previous versions. The work assigned is intended to be completed while the student is absent and not before departure.

No student shall be required to participate in independent study. A student facing expulsion may participate in independent study and/or alternative classroom instruction. Students in independent study have access to the same services and resources of the school in which they are enrolled as is available to other students in the school.

The student is responsible for the completion of the Independent Study Education Contract. The contract, along with work, must be returned to the school office on the first school day immediately following the end date of the contract. Failure to complete and return the assignments to the office by the due date will result in the student receiving no credit for the work assigned and the student will be considered absent. The advisor is not required to accept assignments after the due date (which is the first school day immediately following the end date of contract) or assign make-up work for the time of the contract. If there is any work not listed on the contract assignment page that was assigned while a student is out on contract, the student will be required to make up the additional assignment(s) within two school days of their return or contract renewal.

***USE OF THIS CONTRACT DISQUALIFIES THE STUDENT FROM RECEIVING CREDITS
IF ASSIGNED WORK IS NOT COMPLETED.***

SVCS DOES NOT PARTICIPATE IN CA ASSEMBLY BILL (AB) 130

I understand the above agreement and will follow the guidelines required _____
Parent Initial Date



Parent/ Legal Guardian/ Caregiver Agreement:

I agree to the above conditions and I also understand that:

1. I am responsible for the daily monitoring/instruction and verification of subjects studied with final evaluation by the Independent Study Teacher.
2. I understand that a face-to-face meeting between the parent/legal guardian, student and the Independent Study teacher is required a minimum of every 10-20 school days specified below.
3. I understand that it is my responsibility to provide any needed transportation for my child's scheduled teacher meetings at a mutually agreed upon location reflected on the face of this agreement.
4. I understand that it is my responsibility to provide any needed transportation to testing, tutoring and special education sessions.
5. If I become aware that special or extenuating circumstances will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher/Office prior to the due date to make alternative arrangements.
6. I understand that "missed assignment" protocols will be followed for missed appointments (i.e. first and second notice then possible dismissal from program) and that change to appointments require mutual consent of meeting parties.
7. The student attendance summary log will be updated on a daily basis.
8. I acknowledge that all learning resources used, print, non-print, technology, etc., is property of the school and all material must be returned to the school upon proper notice.
9. I am liable for the cost of replacement or repair for willfully damaged, lost or destroyed books, software and other school property loaned to my child. I understand that student records will not be released until all materials are returned.
10. I understand that my child's failure to complete their work and failure to comply with this contract will trigger dismissal from the program and the disciplinary process that can culminate into expulsion.
11. I have the right to appeal any decision about my child's placement in accordance with SVCS district's policies and procedures.

I understand the above agreement and will follow the guidelines required

_____ Parent Initial

_____ Date

Independent Study Teacher/School Agreement:

1. The Independent Study Teacher will assign a body of work to be completed during the duration of this contract.
2. The Independent Study Teacher will evaluate completed work in a timely manner.
3. The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for the work completed.
4. The Independent Study Teacher may grant extended time for an assignment to a period when circumstances justify a longer time, not to exceed the maximum period of time according to board policy.

I understand the above agreement and will follow the guidelines required.

Participating Teachers:

Initial

Date



Sacramento Valley Charter School

2399 Sellars Way
West Sacramento, CA 95691
916.595.6422

INDEPENDENT STUDY EDUCATION CONTRACT

Name of Student: _____ Grade: _____

Address of the location of Independent Study: _____

Parent/Guardian Name: _____ Date Submitted: _____

Email: _____ Phone number: _____

Time Period of Independent Study Contract:

FROM _____
Month/Day/Year

TO _____
Month/Day/Year (end of contract)

DUE DATE: The first school day after the end date of contract above

A meeting will be required for review every: ___ 10 days ___ 20 days

Reason(s) for Requesting an Independent Study Contract (include location address and phone):

AGREEMENT:

I have read the terms of the Independent Study Contract on the back of the form and agree to all conditions.

Parent/Guardian Signature: _____ Date: _____

IN ACCORDANCE WITH EDUCATION CODE 46300, I GRANT PERMISSION FOR THE ABOVE STUDENT TO PARTICIPATE IN THE INDEPENDENT STUDY PROGRAM.

Administrator's Signature: _____

Date Contract Was Verified: _____ Completed _____%

Verified By: _____ (must be certificated)

of Contract Days Credited: _____ Entered By: _____

Buswhere APP

- 4-5 second refresh time
- Unit plugs in to jport or OBD2 Port
- 5-7 minute notice of drop-off/pick-up to parents
- Daily driver logs include: actual stop arrival/departure times, bus tracing, wait times at each stop
- Fleet map online shows all bus locations (available to the office)
- Parents use BUSWHERE app to track buses
- BUSWHERE app is free for all
- Messaging directly from admin to parents about delays/bus issues
- Printable directions/safety records/anomalies report
- No contract
- Pricing:
 - \$65/BUS
 - \$50/Van
 - 10 months in paid advance or month by month payment options available

**Sacramento Valley Charter School
Education Protection Account
2022-23 Spending Plan
For Action on June 21, 2022**

BACKGROUND

The creation of the Education Protection Account (EPA) by Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increased the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

Revenues generated from Proposition 30 have been deposited into the state account called the EPA and local agencies have the sole authority to determine how the funds received from the EPA are spent, with these provisos:

- The spending plan must be approved by the governing board during a public meeting
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended

EPA funds are not additional revenue, it is an offset to the funds due under the LCFF. Approximately 20% of the school's total LCFF funding must be accounted for under the SACS resource code 1400.

In addition to the above requirements, the school's annual financial audit must include verification that the EPA funds were used as specified by Proposition 30.

RECOMMENDATION

Approve the 2022-23 EPA Spending Plan. For 2022-23 and all remaining years that Proposition 30 is effective, the EPA spending plan should be approved by the Board at the time the budget is adopted. To better handle the dramatic funding swings in EPA in recent years and because other funding resources have been received, the Board approves use the funds for teachers' salaries and the related statutory and health and welfare benefits. The use of QuickBooks and ADP make it impractical to code specific staff to the EPA resource code so the accounting will continue to be by journal entry following the quarterly wire transfer of funds from Yolo County Office of Education/Yolo County Treasury to SVCS.

EPA Spending Plan 2022-23			
--------------------------------------	--	--	--

<u>REVENUE (EST.)</u>	SACS Resource	SACS Object	
LCFF Redirected to EPA	1400	8012	\$697,229*
<u>EXPENDITURES (EST.)</u>			
Teacher Salaries (non-admin)	1400	1100	\$650,000
Teacher Benefits (non-admin)	1400	3000's	\$ 47,229

*As calculated using the FMCAT LCFF Calculator prior to the May Revise Release and State Budget Adoption.

All EPA funds will be expended on non-administrative costs.

Principal's Salary and Benefits Disclosure per SB 1436:

		Annual	
Board-approved	Salary	\$ 121,000.00	
Board-approved	Doctoral stipend	2,000.00	
	Gross Salary Paid to Employee	<u>123,000.00</u>	
Board-approved	Medical	-	^
Board-approved	Dental	-	^
Board-approved	Vision	-	^
Board-approved	Life Insurance/AD&D and Long-Term Disability	177.36	^
Board-approved	Cell phone stipend	120.00	
Board-approved	Cash in lieu of medical benefits	1,200.00	
Board-approved	401(k) Employer Matching at 2:1 match up to 7%	8,702.40	
Statutory (required by law)	Medicare at 1.45%	1,783.50	*
Statutory (required by law)	Social Security at 6.2%	7,626.00	*
Statutory (required by law)	Unemployment EDD (6.2% on first \$7,000 income per year)	434.00	
Statutory (required by law)	Worker's Compensation at 1.2414% (CharterSAFE JPA rate)	1,526.92	^
	Position Expense for Fiscal Year 2022-23	<u><u>\$ 144,570.18</u></u>	

The Board has approved the benefits package for all full-time staff. The Principal receives the same Board-authorized benefits as all other full-time staff.

The Board has approved employee-only medical benefits at 100% of the cost of the selected base plan. The school does not currently provide any retirement benefits (there is no employer matching on the 403(b) and the school has opted out of the cost-prohibitive STRS and PERS pension systems)

*Employees pay the employee share equal to the employer share of these two statutory benefits plus 1% State Disability Insurance withholding.

^ These are at 21-22 rates. When the insurance providers update the rates for 2022-23, an updated disclosure will be provided to the Board.

Sacramento Valley Charter School
2022-23 Budget Narrative
June 21, 2022

The following narrative is provided to highlight and explain significant budgetary considerations from 2nd Interim 2021-22 to Adopted Budget 2022-23.

Revenue:

LCFF: Net increase \$426,000

The reasons for the increase in LCFF revenue are that the Governor's May Revise includes a Prop 98 funding guarantee, a 6.56% COLA, and TK minimum funding guarantee. There may be an ADA hold harmless adjustment, too, which will be addressed after the State adopts a final budget and trailer bills (potential for funding about 8 ADA).

Federal Revenue: Net increase \$268,100

SVCS is planning to apply for National School Lunch Program funding and is projected to receive about \$126,000 in new, on-going funding based on claimable meals offered/served. In addition, portions of ESSER II and ESSER III funding are being budgeted in 2022-23 (revenue and expenses).

Other State Revenue: Net increase \$117,500

This budget includes higher estimated State revenues of \$90,000 for meal programs (breakfast and lunch), increase for Special Education. The Other State Revenue line item does not include certain grants such as dual immersion grant (not yet announced/awarded) or any increase for SB 740, etc. Those funding sources will be addressed at the 45-day and/or interim revisions, as applicable.

Local Revenue: No change

Local revenue is budgeted at \$100,000 (same as 2021-22).

Expenses:

Certificated: Net increase \$198,100

The Board approved increasing the certificated salary schedule to \$50,000 so full-time credentialed teachers are budgeted at \$4,000 more per teacher; the Board approved a stipend for Parent/Family Liaison and the VP position was restored to the budget at the approved annual salary of \$87,000 (inclusive of MA stipend).

Classified: Net increase \$128,400

Restores after school program wages (funded by ELOP and/or ESSER II/III), adds a position of Cook Manager to ensure compliance with paperwork and Fed/State meal programs (funded by Fed/State meal programs). Includes board-approved pay rate increases of \$1 - \$2 per hour.

Benefits: Net increase of \$47,900

Increase for statutory benefits on classified salary estimates, possible health & welfare benefits on Cook Manager position, increase for full year of 401(k) matching plus make employer matching the same for all staff effective 1/1/2023 (at twice employee deferral up to 7% maximum).

Books and Supplies: Net increase of \$70,800

More students and more programs (such as UTK) will increase the need for textbooks, digital licenses, materials, non-capitalized equipment, and supplies. Food costs and gasoline/diesel costs have reached new highs with inflation and supply chain issues so the budgets are increased for those essential items.

Services and Operating Expenses: Net increase of \$159,000

Rent increases for the additional 1,350 square feet effective 5/1/2022 plus COLA on the full lease for approximately \$44,000. Contracted student transportation increases about \$18,500 for an additional driver plus 2021-22 actual was greater than budgeted. Special Ed contract services re-set to \$100,000. Accounting costs increase for the incredible volume of new reporting and compliance for about \$7,000. Property and liability insurance increase of \$4,100. There is a budget placeholder for EESSER III of \$50,000.

Other Outgo/Financing Uses: Net decrease of \$3,900

As the bus leases pay down, there is less interest expense.

Summary:

SVCS' strong financial position continues. The multi-year projection shows that SVCS will be able to meet its future obligations as well as maintain its reserves above the 5% level contained in the Operations MOU and the Board's reserve of three-months operating expenses.

Outlook 2022-23 and Beyond:

Schools across the country have been given unprecedented levels of one-time funding related to COVID-19 and mitigating the related operating costs and learning loss. Over the next three years, those funds will be used up and it will be important to be mindful to reduce costs and programs (i.e. Summer Boost) when the funding ends or secure alternative funding sources. It will remain important to communicate with our constituent groups – including SVCS' staff about the benefits and caveats associated with one-time funds.

Sacramento Valley Charter School

Fiscal Year Budget Cycle	2021-22 Budget	Difference	Proposed	Difference	Adopted
	2nd Interim		Budget		Budget
	3/16/2022	2021-22	5/11/2022	2022-23	6/21/2022
	2021-22	2021-22	2022-23	2022-23	2022-23
Key Budget and Financial Variables					
Enrollment	275	15.00	290	-	290
Estimated School P2 ADA	251	24.00	275	-	275
Unduplicated Count - EL/FRLE	227	(2.00)	225	-	225
A. Revenues:					
State (using FCMAT LCFF Calculator)					
Base Grade Span (includes CiL & EPA)	\$ 2,160,011	338,478.00	\$ 2,498,489	-	\$ 2,498,489
Supplemental and Concentration	530,564	87,541.00	618,105	-	618,105
PY Adj to CiL, EPA, State Aid					
Subtotal - State Revenue	\$ 2,690,575	\$ 426,019	\$ 3,116,594	-	\$ 3,116,594
Federal (ConApp Title I - IV, ESSER II and III, NSLP)	235,750	142,103.00	377,853	126,000	503,853
Other State (Lottery, MBG, SB740 CSFGP, Spec Ed, State Meals)	449,485	27,492.00	476,977	90,000	566,977
Local (bus, fund raising, donations, after school)	100,000	-	100,000	-	100,000
Total Revenue	\$ 3,475,810	\$ 595,614	\$ 4,071,424	216,000	\$ 4,287,424
B. Expenditures:					
1000-1999 Certificated Personnel Salaries	\$ 1,166,613	\$ 190,901	\$ 1,357,514	7,240	\$ 1,364,754
1100 Teachers (all)	998,085	88,064.00	1,086,149	6,450	1,092,599
1100 2 P.D. days, 22 teachers @ \$225/day + 80 hours@\$25/hr	9,608	1,542.00	11,150	750	11,900
1100.01 Substitutes (absence coverage)	21,375	3,625.00	25,000	-	25,000
1100.03 Substitutes for PD release time	4,725	-	4,725	-	4,725
1100 Teacher-in-Charge Stipend	2,000	-	2,000	-	2,000
1100 Hard-to-Fill (Math, Science)	2,000	-	2,000	-	2,000
1100 Advanced Degree Stipends (MA, PhD)	-	1,000.00	1,000	-	1,000
1100 Longevity Stipends Certificated	6,000	-	6,000	-	6,000
1100 Parent/Family Liaison Stipend (Title-funded)	-	5,000.00	5,000	-	5,000
1300 Cell Phone Stipends	120	120.00	240	(10)	230
1300 Asst Principal @ 210 days/yr w MA	-	87,000.00	87,000	-	87,000
1300 Waived Ins (Other Coverage)	1,200	1,050.00	2,250	50	2,300
1300 Longevity Stipend Principal	2,000	-	2,000	-	2,000
1300 Principal @ 220 days/yr w PhD	119,500	3,500.00	123,000	-	123,000
2000-2999 Classified Personnel Salaries	\$ 579,734	\$ 85,036	\$ 664,770	43,338	\$ 708,108
2100 Instructional Aides/EL, hourly (rates/hours vary, 180 days)	171,170	28,461.00	199,631	(6,549)	193,082
2200 Non-Certificated Support (drivers, food srvc)	242,260	(20,440.00)	221,820	45,064	266,884
2400 School Office/Clerical (incl tech support)	104,540	42,709.75	147,250	5,130	152,380
2100-2900 Cell Phone Stipends	2,000	-	2,000	-	2,000
2100-2900 Longevity Stipends Classified	3,531	-	3,531	-	3,531
2900 Other Classified (RM, After School)	56,233	34,305.00	90,538	(307)	90,232
3000-3999 Employee Benefits	\$ 335,104	\$ 25,538	\$ 360,643	22,377	\$ 383,020
3300 OASDI and Medicare	133,596	21,109	154,705	3,869	158,574
3400 Health & Welfare	136,500	(27,498)	109,002	12,659	121,661
3500 State Unemployment	19,080	1,272	20,352	-	20,352
3600 Worker's Compensation	21,679	4,105	25,784	(52)	25,733
3900 401(k) Employer Contributions	24,250	26,550	50,800	5,900	56,700
4000-4999 Books and Supplies	\$ 221,156	\$ 31,444	\$ 252,600	39,400	\$ 292,000
4100 Textbooks	50,000	-	50,000	5,000	55,000
4200 Other Books/Library	2,600	-	2,600	400	3,000
4300 Materials and Supplies	55,000	17,000	72,000	8,000	80,000
4300 Classroom Budgets (ESSER III)	6,000	-	6,000	-	6,000
4300 Transportation - Gasoline	55,556	9,444	65,000	-	65,000
4400 Non-capitalized Furn/Equip (>\$500, <\$5,000)	8,000	-	8,000	2,000	10,000
4700 Food	43,000	3,000	46,000	24,000	70,000
4700 After School Program Snacks	1,000	2,000	3,000	-	3,000
5000-5999 Services and Other Operating Expenditures	\$ 867,154	\$ 65,242	\$ 932,396	93,778	\$ 1,026,174
5200 Travel & Conferences (also see PD 5800)	3,500	-	3,500	-	3,500
5300 Dues & Memberships	4,000	-	4,000	-	4,000
5400 Insurance	48,839	2,442	51,281	4,110	55,391
5501 Operations & Housekeeping	46,483	-	46,483	-	46,483
5530 Utilities	12,000	-	12,000	-	12,000
5610 Facility Rent/Lease	294,557	39,930	334,487	3,906	338,393
5600 Facility Maintenance and Safety Improvements	7,500	-	7,500	2,500	10,000
5630 Copier Leases	12,000	-	12,000	-	12,000
5600 Transportation - Bus/Van Maint	35,000	-	35,000	-	35,000
5625 Contracted Student Transportation (incr from 3 to 4 Drivers)	31,500	8,500	40,000	10,000	50,000
5640 Food Service Shopping & Delivery	5,000	-	5,000	-	5,000
5800 District Admin Oversight (1% State Aid)	26,906	4,260	31,166	-	31,166

Sacramento Valley Charter School

Fiscal Year Budget Cycle	2021-22 Budget	Difference	Proposed	Difference	Adopted
	2nd Interim		Budget		Budget
	3/16/2022	2021-22	5/11/2022	2022-23	6/21/2022
	<u>2021-22</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2022-23</u>	<u>2022-23</u>
5800 SELPA Admin Fee (decr from 5.5 to 4.5% Year 3)	9,818	-	9,818	(548)	9,270
5800 Nursing Services (screenings) est.	1,500	300	1,800	-	1,800
5800 Accounting Services	36,000	4,000	40,000	3,200	43,200
5820 Audit Services	11,576	810	12,386	-	12,386
5800 Fieldtrips	7,500	-	7,500	-	7,500
5810 Special Education Contract Services	90,000	10,000	100,000	-	100,000
5820 ESSER II Placeholder	-	-	-	-	-
5820 ESSER III Placeholder	-	-	-	50,000	50,000
5820 Title VI Placeholder	10,000	(10,000)	-	-	-
5830 Legal Services	5,000	5,000	10,000	-	10,000
5800 Marketing/Recruiting	10,000	-	10,000	2,000	12,000
5800 Technology Upgrade	10,000	-	10,000	-	10,000
5800 Technology Support	20,000	-	20,000	-	20,000
5800 Other Contracted Services	67,700	-	67,700	3,385	71,085
5800 Professional Development	24,775	-	24,775	15,225	40,000
5900 Postage and Communications	36,000	-	36,000	-	36,000
6000-6999 Capital Outlay	\$ 116,163	\$ -	\$ 116,163	-	\$ 116,163
6400 Furniture and Equipment (>\$5,000)					
6500 FF&E Replacement (>\$5,000)					
6900 Depreciation Expense (non-cash)	116,163	-	116,163	-	116,163
Total Expenditures	<u>\$ 3,285,924</u>	<u>\$ 398,161</u>	<u>\$ 3,684,086</u>	<u>206,133</u>	<u>\$ 3,890,219</u>
Net Annual Operations	\$ 189,886	\$ 197,453	\$ 387,338	9,867	\$ 397,205
7000-7999 Other Outgo/Other Financing (Sources)Uses					
7438 Debt Service (bus loan interest 1 bus)	5,108	(2,143)	2,965	-	2,965
7438 Debt Service (bus loan interest 3 buses)	11,771	(1,734)	10,037	-	10,037
Total Other Outgo	<u>\$ 16,879</u>	<u>\$ (3,877)</u>	<u>\$ 13,002</u>	<u>-</u>	<u>\$ 13,002</u>
Net increase (decrease):	\$ 173,007	\$ 201,330	\$ 374,336	9,867	\$ 384,203
Beginning Balance	2,385,685	71,062	\$ 2,456,747		\$ 2,456,747
Ending Balance*	<u>\$ 2,558,692</u>	<u>\$ 272,392</u>	<u>\$ 2,831,083</u>	<u>9,867</u>	<u>\$ 2,840,950</u>
	Cash				
Book balance at 6/30/2021:	<u>\$ 802,570</u>				
Bank balance 06/30/2021:	<u>\$ 901,450</u>				
Bank Balance at 6/20/2022:	<u>\$ 1,974,243</u>				
Est cash balance at 6/30/2023:	<u>\$ 2,457,282</u>				

Sacramento Valley Charter School

Fiscal Year Budget Cycle	Budget MYP For	MYP	MYP
	Adoption 2022-23	2023-24	2024-25
Key Budget and Financial Variables			
Enrollment	290.00	300.00	300.00
Estimated School P2 ADA	275.00	284.00	284.00
Unduplicated Count - EL/FRLE	225.00	225.00	225.00
A. Revenues:			
State (using FCMAT LCFF Calculator)			
Base Grade Span (includes CiL & EPA)	2,498,489.00	\$ 2,696,212	\$ 2,794,197
Supplemental and Concentration	618,105.00	640,443	645,253
PY Adj to Cil, EPA, State Aid	-	-	-
Subtotal - State Revenue	<u>\$3,116,594</u>	<u>\$3,336,655</u>	<u>\$3,439,450</u>
Federal (Spec Ed, ConApp, NSLP)	503,853.00	477,034	410,777
Other State (Lottery, MBG, SB740 CSFGP, State Meals)	566,977.00	567,977	567,977
Local (bus, fund raising, donations, after school)	100,000.00	105,000	105,000
Total Revenue	<u>\$ 4,287,424</u>	<u>\$ 4,486,666</u>	<u>\$ 4,523,204</u>
B. Expenditures:			
1000-1999 Certificated Personnel Salaries	\$1,364,754	\$1,443,934	\$1,472,887
1100 Teachers (all)	1,092,599	1,164,599	1,186,599
1100 2 P.D. days, 22 teachers @ \$225/day + 80 hours@\$25/hr	11,900	11,900	11,900
1100.01 Substitutes	25,000	25,000	25,000
1100.03 Substitutes for PD	4,725	4,725	4,725
1100 Teacher-in-Charge Stipend	2,000	2,000	2,000
1100 Hard-to-Fill Position (Math+Science) Stipends	2,000	2,000	2,000
1100 Advanced Degree Stipends (MA, PhD)	1,000	1,000	1,000
1100 Longevity Stipends Certificated	6,000	7,000	11,333
1100 Parent/Family Liaison Stipend (Title-funded)	5,000	5,000	5,000
1300 Cell Phone Stipends	230	230	230
1300 Asst Principal @ 210 days/yr w MA	87,000	89,580	92,200
1300 Waived Ins (Other Coverage)	2,300	2,300	2,300
1300 Longevity Stipend Principal	2,000	2,000	2,000
1300 Principal @ 210 days/yr	123,000	126,600	126,600
2000-2999 Classified Personnel Salaries	\$708,108	\$722,637	\$736,207
2100 Instructional Aides/EL, hourly (rates/hours vary, 180 days)	193,082	196,943	200,882
2200 Non-Certificated Support (drivers, food srvc, tech)	266,884	272,222	277,666
2400 School Office/Clerical (all)	152,380	155,427	158,536
2100-2900 Cell Phone Stipends	2,000	2,000	2,000
2100-2900 Longevity Stipends Classified	3,531	5,813	6,891
2900 Other Classified (RM, After School)	90,232	90,232	90,232
3000-3999 Employee Benefits	\$383,020	\$405,940	\$414,841
3300 OASDI and Medicare	158,574	170,076	173,414
3400 Health & Welfare	121,661	125,311	129,070
3500 State Unemployment	20,352	20,352	20,352
3600 Worker's Compensation	25,733	26,247	26,772
3900 401(k) Employer Contributions	56,700	63,954	65,233
4000-4999 Books and Supplies	\$292,000	\$295,400	\$298,828
4100 Textbooks	55,000	55,000	55,000
4200 Other Books/Library	3,000	3,000	3,000
4300 Materials and Supplies (incl. after school)	80,000	80,000	80,000
4300 Classroom Budgets (ESSER III)	6,000	6,000	6,000
4300 Transportation - Fuel	65,000	67,000	69,000
4400 Non-capitalized Furn/Equip (>\$500, <\$5,000)	10,000	10,000	10,000
4700 Food	70,000	71,400	72,828
4700 After School Program Snacks	3,000	3,000	3,000
5000-5999 Services and Other Operating Expenditures	\$1,026,174	\$1,216,415	\$1,185,295
5200 Travel & Conferences	3,500	4,000	4,000
5300 Dues & Memberships	4,000	4,000	4,000
5400 Insurance	55,391	58,161	61,069

Sacramento Valley Charter School

Fiscal Year Budget Cycle	Budget MYP For		
	Adoption 2022-23	MYP 2023-24	MYP 2024-25
5501 Operations & Housekeeping	46,483	46,483	46,483
5530 Utilities	12,000	12,000	12,000
5610 Facility Rent/Lease	338,393	356,599	369,080
5600 Facility Maintenance	10,000	8,000	8,200
5630 Copier Leases	12,000	12,000	12,000
5600 Transportation - Bus/Van Maint	35,000	40,000	45,000
5625 Contracted Student Transportation (Four Drivers)	50,000	52,500	54,075
5640 Food Service Shopping & Delivery	5,000	5,000	5,000
5800 District Admin Oversight (1% State Aid)	31,166	33,367	34,395
5800 SELPA Admin Fee (decr from 5.5 to 4.5% Year 3)	9,270	7,585	5,899
5800 Nursing Services (screenings) est.	1,800	1,890	1,985
5800 Accounting Services	43,200	45,360	47,628
5820 Audit Services	12,386	12,386	13,005
5800 Fieldtrips	7,500	9,500	9,500
5810 Special Education Contract Services	100,000	100,000	100,000
5820 ESSER III Placeholder	50,000	200,000	150,000
5820 Title VI Placeholder	-	10,000	10,000
5830 Legal Services	10,000	10,000	10,000
5800 Marketing/Recruiting	12,000	12,000	10,000
5800 Technology Upgrade	10,000	10,000	10,000
5800 Technology Support	20,000	20,000	15,000
5800 Other Contracted Srvc (ADP, banking, tech, licenses, driver train	71,085	69,585	70,977
5800 Professional Development	40,000	40,000	40,000
5900 Postage and Communications	36,000	36,000	36,000
6000-6999 Capital Outlay	\$116,163	\$93,926	\$91,694
6400 Furniture and Equipment (>\$5,000)	-	-	-
6500 FF&E Replacement (>\$5,000)	-	-	-
6900 Depreciation Expense (non-cash)	116,163	93,926	91,694
Total Expenditures	\$3,890,219	\$4,178,251	\$4,199,752
Net Annual Operations	\$397,205	\$308,415	\$323,452
7000-7999 Other Outgo/Other Financing Uses			
7438 Debt Service (bus loan interest 1 bus)	\$ 2,965	\$ 2,965	\$ 735
7438 Debt Service (bus loan interest 3 buses)	10,037	10,052	4,855
Other (Sources)/Uses	-	-	-
Total Other Outgo	\$ 13,002	\$13,017	\$5,590
Net increase (decrease):	384,203	295,398	317,862
Beginning Balance	2,456,747	2,840,950	3,136,348
Ending Balance	\$ 2,840,950	\$ 3,136,348	\$ 3,454,210

SVCS Board Meeting Calendar 2022-23

Meeting Location: Library Room at 2301 Evergreen Ave, West Sacramento, CA 95691 or
Multi-Purpose Room at 2399 Sellers Way, West Sacramento, CA 95691
(*also via Zoom until the Governor rescinds the online meeting option)

NOTE: SVCS' Regular Board Meetings are scheduled for the second Wednesday of each month at 4:00 PM unless otherwise noted or agendaed.

Wednesday, July 20, 2022

Wednesday, August 17, 2022

Wednesday, September 14, 2022

Wednesday, October 12, 2022

Wednesday, November 09, 2022

Wednesday, December 14, 2022

Wednesday, January 11, 2023

Wednesday, February 08, 2023

Wednesday, March 08, 2023

Wednesday, April 12, 2023

Wednesday, May 10, 2023

Wednesday, June 14, 2023

Vicky Dali CPA LLC

916-996-3943

vdali@sacvalleycharter.org

BUSINESS AND FISCAL SERVICES MANAGEMENT AGREEMENT

This agreement is by and between Vicky Dali CPA LLC (S Corp) and Sacramento Valley Charter School (Client). In consideration of the covenants herein, S Corp and Client hereby agree to the following:

The purpose of this agreement is to appoint S Corp as the Fiscal Services Consultant for the Client. The services to be rendered may include:

- Prepare the Annual Budget (based on management and Board assumptions) and present to the Board for approval as required by the CDE (public hearing and approval, in two separate meetings).
- Prepare the financial components of the LCAP and present to the Board for approval as required by State regulations (public hearing and approval, in two separate meetings).
- Prepare the 45-day budget revision and present to the Board for approval (if there are material changes since the budget adoption).
- Prepare First Interim, Second Interim and Unaudited Actual Reports and present the reports to the Board for approval as required by the CDE.
- Complete the financial components of Special Education reporting to El Dorado Charter SELPA.
- Assist with ConApp preparation and on-going compliance and reporting for federal funding, including federal COVID-19 funding (GEER, ESSER, ELO, etc.)
- Assist the Principal with Charter Renewal/MOU annual compliance reporting and annual presentation to the authorizer's Board.
- Prepare audit schedules and tax information returns supporting documentation as requested by the auditors and tax return preparer.
- Provide support to the audit team during interim and year-end procedures, as applicable.
- Provide guidance and supervision to accounting/office staff consistent with the duties of a part-time Fiscal Services Advisor.
- Provide training, technical assistance and review of office staff business-related and accounting transactions in QuickBooks and ADP (i.e. coding, entries, reconciliations, chart of accounts maintenance).
- Assist with benefits analysis, implementation, and maintenance, as needed (dental, vision, life, 401(k) including employer matching and medical benefits).
- Assist staff with developing, documenting, and updating internal controls for business office procedures such as receipts and deposits; payables including vendor set up with W-9, sales & use tax, 1099; hiring and termination process; payroll and benefits set up, changes and terminations, etc.
- Perform Grant and One-Time Funds accounting and reporting, as applicable.
- Advise Management and the Board about funding streams (i.e. Local Control Funding Formula, Education Protection Account, One-Time Funding, SB 740, COVID-19 Funds, Fed & State Meals, etc.)
- Provide requested documents to First Northern Bank, Charter School Capital or other institutions (for Line of Credit, Loans, etc.).
- Prepare and submit the State deferral exemption application, if needed and available.
- Agendize the timing for annual completion and retention of Form 700s Statement of Economic Interests.
- Serve as a designated liaison with YCOE BMAS, WUSD Business Services, El Dorado Charter SELPA and CDE, as needed.

1. **APPOINTMENT:** This appointment shall begin on July 1, 2022 and end on June 30, 2023. This agreement may be extended by a duly executed Addendum that shall document the terms of the extension. This agreement may be terminated by either party, with or without cause, by giving sixty (60) days written notice. Client agrees to pay S Corp at the rate of \$115 per hour, billed monthly, based on the following schedule: July 2022 – June 2023 not to exceed 30.5 hours per month.

If the estimated hours are insufficient to perform the necessary and appropriate tasks, S Corp shall explain and receive approval from the SVCS President or SVCS Principal, by email or in writing, prior to incurring any further cost to Client. If the requested additional time is not approved, Client understands and accepts that work will cease until time becomes available in the subsequent month. It is understood that S Corp will cease services on the 15th day of the month if the fees have not been received by S Corp on or before the 14th day of the month. The S Corp will only invoice for hours worked; if actual hours worked are less than the estimated hours listed above, the invoice will reflect the lesser amount.

In addition, S Corp shall provide services as administrative coordinator to the Board to include preparing draft meeting minutes at the rate of .50 hours per Board meeting (included in the 30.5 hours).

2. **LOCATION OF WORK TO BE PERFORMED:** It is understood that most of these services can and will be performed off-site. This agreement does not create or establish a requirement for on-site office hours or workdays. When Client requests work to be performed on site, reasonable attempts will be made to meet Client's requests and may result in reimbursement to S Corp for necessary travel and accommodation costs.
3. **ACCURACY OF FINANCIAL INFORMATION:** It is understood that the accuracy of financial information supplied to S Corp is the sole responsibility of the Client. S Corp shall not be held responsible for the production of inaccurate financial statements or any other financial reports if the financial data submitted by the Client is inaccurate. In addition, the Client agrees to be responsible for all costs, expenses, and attorneys' fees incurred in an independent financial review for the purpose of correcting financial data of the Client.
4. **INDEMNIFICATION:** S Corp shall have no obligation under this section with respect to any loss or damage arising from, in connection with or caused, directly or indirectly, by any act, omission, active negligence or willful misconduct of Client and its board members, officers, employees, authorized volunteers and agents and is not contributed to by any act or omission by S Corp. S Corp shall indemnify and hold harmless the Client and its board members, officers, employees, authorized volunteers and agents with respect to any loss or damage arising from, in connection with or caused, directly or indirectly, by any act, omission, active negligence or willful misconduct of S Corp and is not contributed to by any act or omission of Client and its board members, officers, employees, authorized volunteers and agents.
5. **WORKERS COMPENSATION INSURANCE:** S Corp is aware of the provisions of the California Labor Code which require employers to be insured or self-insured against liability for workers' compensation. S Corp's employees are not eligible to participate in Client's Workers' Compensation insurance.
6. **ENTIRE AGREEMENT:** It is specifically agreed by both parties to this agreement that the entire agreement of the parties is contained in this written agreement and this agreement supersedes all other previous agreements, written, oral or otherwise. This agreement shall only be modified and/or amended in writing signed by the parties hereto.
7. **EFFECTIVE DATE OF AGREEMENT:** Even though the date this agreement is signed by each party may be different, the parties hereto agree that this agreement shall be effective as of July 1, 2022.

8. APPLICABLE LAW AND PARTIAL INVALIDITY: The execution, interpretation and performance of this agreement shall in all respects be controlled and governed by the laws of the State of California. If any part of this agreement shall be deemed invalid or unenforceable, the remainder of this agreement shall continue in full force and effect.

In witness whereof, this agreement has been executed as of the date herein:

Vicky Dali CPA

Vicky Dali, CPA

6/21/2022

Date

Narinder Thandi

Narinder Thandi, Board President
Sacramento Valley Charter School

6/21/22

Date