

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento Valley Charter School
 CDS Code: 57726940124875
 School Year: 2022-23
 LEA contact information:
 Amrik Singh
 Principal
 asingh@sacvalleycharter.org
 916.596.6422

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

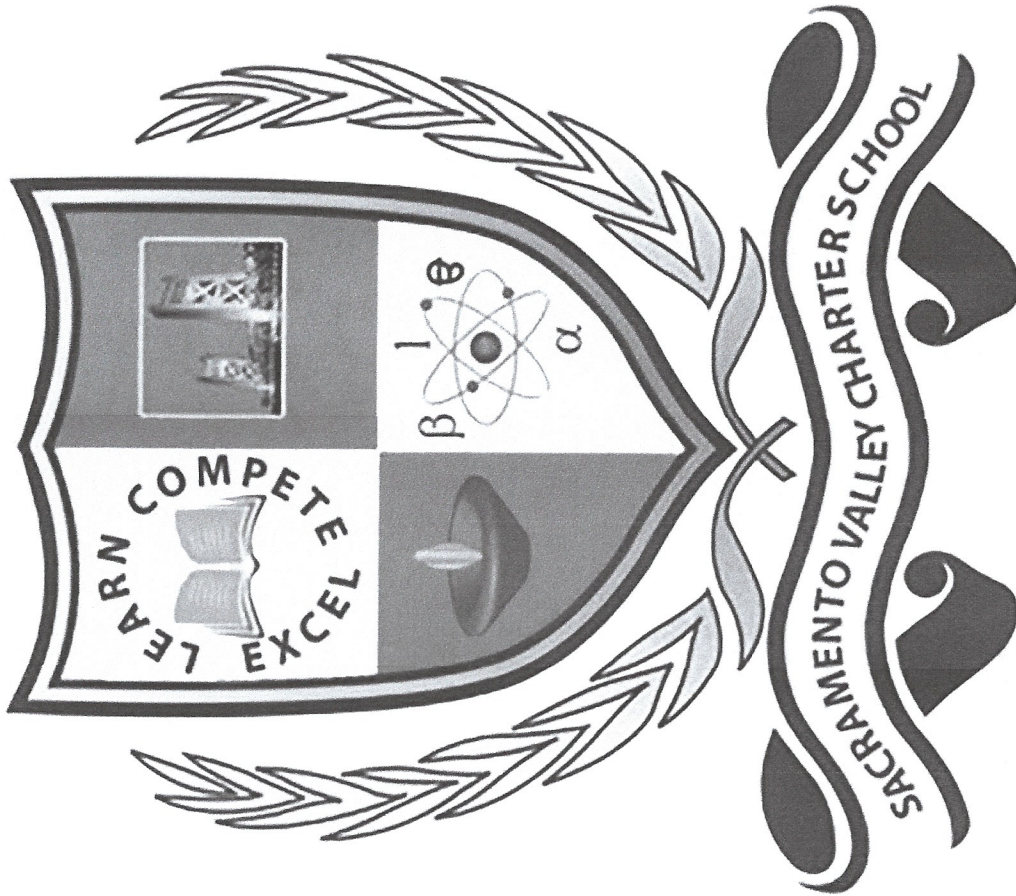
Projected Revenue by Fund Source

Total LCFF funds
 \$0
 0%

This chart shows the total general purpose revenue Sacramento Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento Valley Charter School is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is

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federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

\$ 1
\$ 1
\$ 1
\$ 1
\$ 0
\$ 0
\$ 0

This chart provides a quick summary of how much Sacramento Valley Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

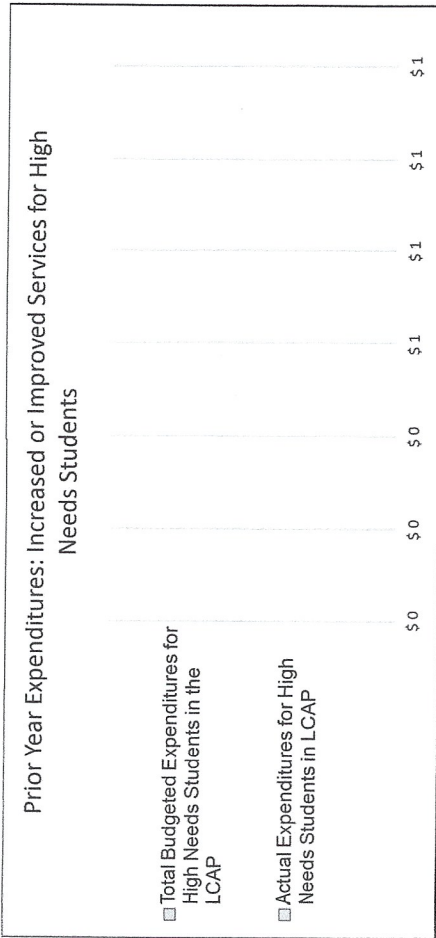
The text description of the above chart is as follows: Sacramento Valley Charter School plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sacramento Valley Charter School is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Sacramento Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento Valley Charter School plans to spend \$ towards meeting this requirement, as described in the LCAP.

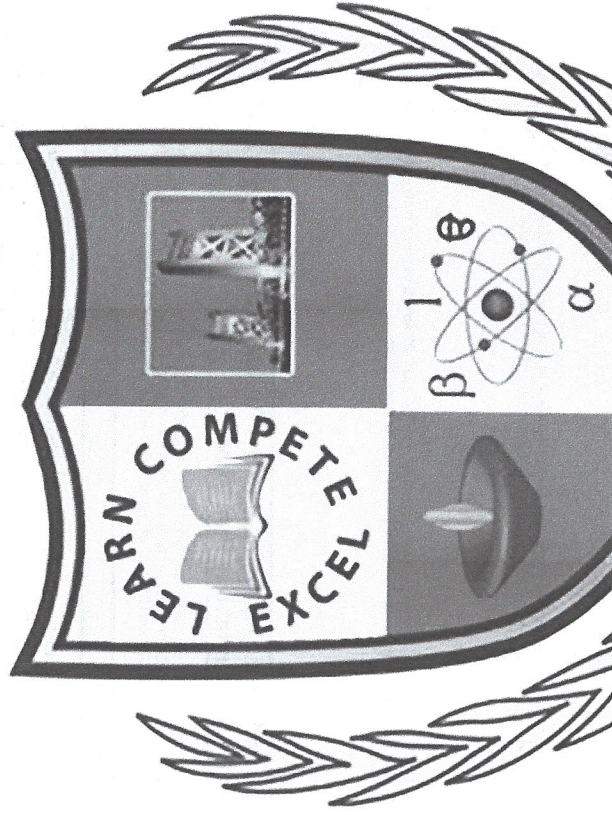
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Sacramento Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sacramento Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Sacramento Valley Charter School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Sacramento Valley Charter School actually spent \$ for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name Sacramento Valley Charter School	Contact Name and Title Dr. Amrik Singh Principal	Email and Phone asingh@sacvalleycharter.org 916-596-5422
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California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE) or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0808 or by email at lsf@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code

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Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/relief/funds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cf/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

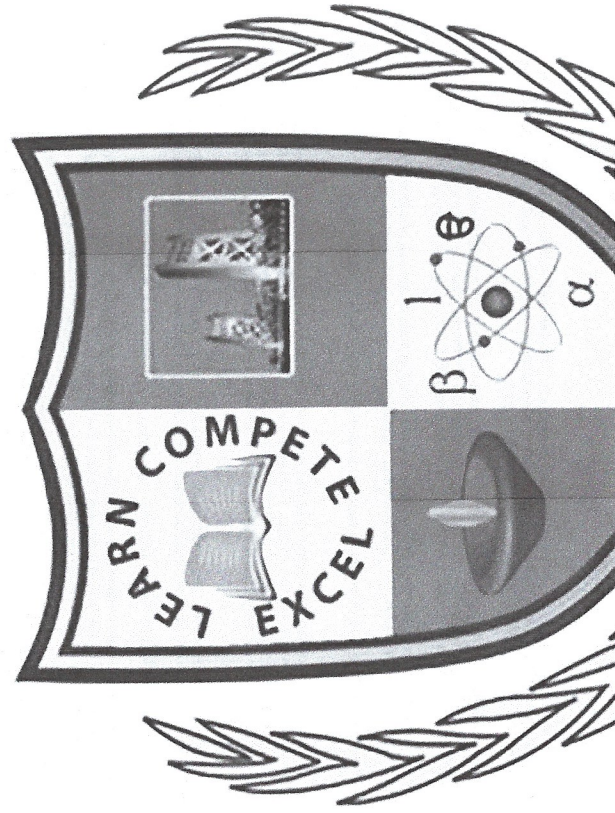
Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education

November 2021

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Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento Valley Charter School	Amrik Singh Principal	asingh@saovalleycharter.org 916.596.6122

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sacramento Valley Charter School (SVCS) is a K-8 grade school located in West Sacramento authorized by Washington Unified School District (WUSD). The school opened in 2011 and serves students from West Sacramento and several other local communities. Students elect to attend the school to take advantage of the core curriculum in English Language Arts (ELA), Math, Social Studies, Science and World Language Punjabi. Many students enter as English Learners (EL) and are reclassified to English Proficient within two years. SVCS provides a safe learning environment, small class sizes, credentialed teachers, common core-aligned curriculum and many opportunities to build English language proficiency. SVCS supports measurable student outcomes toward the overall academic performance in core curriculum. SVCS sets specific measurable goals and actions to reflect goals pursuant to the Education Code and priorities of the State of California for charter schools that include: conditions of learning, student outcomes and parent engagement.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

We are proud of our ability to educate students throughout the COVID-19 pandemic. SVCS was able to focus on the needs of students and their families to provide internet access, Chromebooks, small pod learning options and the safe return to in-person instruction. We continue to make progress in implementing student data collection tools and data collection procedures to assess each student's progress to identify and mitigate learning loss as well as toward meeting state standards via an array of assessment tools designed and created by classroom teachers and the Smarter Balanced Assessments whenever it is feasible to administer them. Though the Smarter Balanced Assessment was cancelled for the 2019-20 school year, SVCS created a strong virtual program which engaged 95% of students in virtual learning. Learning was assessed at the end of each trimester. Students were given awards based on academic achievement as well as classroom participation, behavior, and digital citizenship. Our previously adopted programs were utilized to help teachers prescribe next practice lessons for individual

students. Data is reviewed constantly for ongoing reporting and monitoring capabilities. Baseline measures, such as student's lexiles, Edmentum and Reading Eggs scores, the data from React Naturally, BrainPOP ELL, Star Reading assessments from Renaissance were determined and improvement targets were established through these assessment systems. In addition, implementation of school-wide Accelerated Grammar instruction brought about important discussions regarding expectations for student's language development. There was also a major emphasis on implementing actions and services to support family and community involvement. For 2022-23, SVCS has partnered with CSU, Sacramento for a Social-Emotional Learning (SEL) Program.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The greatest need is to continue providing a safe environment for all students so that chronic absenteeism, suspension and homelessness can be reduced. Our school-wide averages continue to show significant progress in English and Math. Maintaining an on-going focus on writing, reading, speaking skills, and math fluency will remain a great priority. As more students become proficient in reading comprehension and writing, they will also become more capable with the CCSS language-heavy math elements of the Smarter Balanced Summative Assessment and alternative assessments. Also, as teachers become more skillful in the use of assessment data, student's skills will improve. There is a great need to continue intervention support whenever it is identified. The need remains to support English Learners and students with special needs. More professional development for teachers to address their needs will be arranged. The action plan will also be developed to challenge high performing students. For 2022-23, the greatest need is to support students experiencing learning loss and behavioral/mental health issues that are primarily attributed to the long-lasting COVID-19 pandemic (now endemic).

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The highlighted SVCS goals include:

1. Student Achievement
2. Implementation of State Standards
3. Student Outcomes
4. Socioeconomically disadvantaged, English Learners, foster youth, pupils with disabilities, and homeless youth.
5. Family and Community Engagement
6. Address learning loss and mental health needs of students as a result of or attributed to the CPVID-19 pandemic.

In narrative form:

1. All students will receive a high quality of instruction from credentialed teachers who will update their knowledge with the ongoing professional development opportunities.
2. All teachers will become proficient in teaching to the Common Core State Standards (CCSS) Next Generation Science Standards (NGSS) aligned to assessment and the universally designed instruction.
3. All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous program evaluation and revision to meet learning needs of all students.
4. All students will benefit from programs designed for the participation and partnership of families and the community.
5. All students will benefit from the World Language program in Punjabi, which is fully aligned with common core content standards and provides enrichment opportunities to students.
6. All students will meet goals of physical education, as required by the standards.
7. All teachers will differentiate instruction to give equal access to English Learners, students with special learning needs, identifiable sub-groups, as well as challenge high achievers to advanced curriculum for their readiness for college education.
8. All students will have access to academic and mental health supports to mitigate the impacts of the COVID-19 disruptions to their academic and personal growth.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

SVCS has maintained close communications and relationships with all stakeholders. Letters were sent at least once a week to address the concerns from parents about COVID-19 and educational needs (<https://www.sacvalleycharter.org/covid-19.html>) and apprehensions about the loss of learning due to the pandemic. SVCS intermittently gathered community feedback through Surveys sent to parents that centered around the eight state priorities. SVCS sent surveys home and a great number of parents/families responded to the surveys. SVCS met with the School Site Council, English Learners Advisory Committee (ELAC), teachers, and the Board of Directors during scheduled monthly meetings. Administration assured the alignment of Common Core State Standards (CCSS) with curriculum and assessment with stakeholders. Parents/families participated in a virtually-conducted multicultural show, virtual talent show, virtual awards assemblies, virtual parent-teacher conferences and the start of the school year orientation (via Zoom for 2020-21). Parents of all English Learners with TBD status were contacted to apprise them of the ELPAC (Initial) test requirements. Our staff completed the initial testing within 30 days of the opening of the school. SVCS partners with parents through the School Site Council as well as ELAC to make important decisions about the safety and growth of school. Due to COVID-19, this process of collaboration has experienced difficulties, yet was successful in engaging stakeholders through virtual platforms. SVCS scholars are involved through reading contests, participation in talent shows, multicultural shows. Teachers give their feedback through bi-monthly staff meetings, through surveys, and through SVCS' open-door policy. SVCS updated WUSD about our programs and policies during the pandemic.

On June 26, 2020, SVCS sent a School Reopening Survey to all parents and staff members to request their feedback and preferences on how SVCS would reopen for the 2020-2021 academic year. In the July parents newsletter, SVCS announced it would be opening 2020-21 for Distance Learning, and presented the results from the survey. In early April SVCS offered in-person learning to all students K-8. On the basis of survey results, hybrid learning was implemented for the remainder of the school year.

A summary of the feedback provided by specific educational partners.

Teachers share feedback during staff meetings and through an open door policy with administration. Teachers interact regularly with administration to ensure regular attendance of all scholars and to create viable plans to reduce chronic absenteeism. Teachers submit learning profiles of students for consideration. If it is deemed necessary, SST meetings are scheduled to act in identifying and creating IEP for students with learning disabilities. Teachers contribute feedback which influences the purchasing of curriculum for the specific needs of our students. The parents' feedback was an important factor making the instructional program compliant to the learning needs of all students. Based on this feedback, parents also work to encourage their kids to outperform in a competitive, welcoming, and rewarding environment. Hybrid learning program was influenced by the parents' feedback. According to survey results, 90% of parents expressed satisfaction in the way SVCS communicates its goals with the community. Classified staff such as yard supervisors and cafeteria staff, transportation staff all worked with administration to decrease the risk of exposure to students who attended our cohort program on the school site from November 2020.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

We hosted monthly assemblies honoring perfect attendance in order to encourage high attendance rates. Parents gave feedback that they appreciated the rigor of our academic program and was a key factor in inspiring the teachers to continue a high quality instructional program. The parents' feedback helped the school to consider the individual needs of each student and to comply with the learning needs of all students. Parent teacher conferences are held as a means to keep lines of communication open and for the student, parent, teachers, and administrators to be on the same page about the progress and plan for each student. At the beginning of the school year we host a meet and greet. During the Meet and Greet, parents are able to have open dialogue about the needs of their student in a non-structured environment. This event is also where parents can express their transportation needs, we take these needs into consideration and try to accommodate everyone we can based on our staffing capacity. The front office calls parents on behalf of teachers and administration. This open and friendly communication policy contributes to the student's safety and well being. Bus drivers and yard supervisors check in with the physical and mental health of students especially during pandemic. All staff makes sure that students have had a healthy meal, are wearing clean clothing and shoes, have the school supplies they need, are provided with first aid, and that they have access to PPE.

Goals and Actions

Goal

Goal #	Description
1	With appropriately-assigned, credentialed teachers, all SVCS students will meet or exceed State academic standards that will help prepare them to compete in the global society.

An explanation of why the LEA has developed this goal.
 To assess the mastery of the state academic standards, an array of assessments have to be administered at the end of each school year. The achievement has to be measured by administering state standardized tests like CAASPP, ELPAC, and PFT. This goal is set to provide equal access of curriculum to all students to monitor the mastery of standards. This is done so that SVCS scholars are college ready and can compete in the global society.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
All teachers, administrators and classroom support staff participate in Professional Development (PD) Confirm attendance at Professional Development (PD) Baseline	2020-2021 Achieved				

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire and properly assign credentialed teachers.	SCVS will verify credentials with CCTC and verify renewals.	\$1,077,797.00	Yes
1.2	Professional development for CCSS-aligned curriculum, differentiated instruction, use of technology, STREAM and social-emotional topics (such as cyber bullying, bullying, suicide prevention, mental health) will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (budgeted for five participants in 2021-22 with Title II funding).	2 full days of PD is offered before the start of the school year, as assigned through CharterSAFE's and other provider's online training programs, on certain minimum days and/or as part of staff meetings. PD continues throughout the year on minimum days which are designed specifically for PD time. Sign in sheets, online course records and/or payroll records support individual attendance/completion of PD.	\$39,203.00	Yes
1.3	Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials	CCSS Social Studies curriculum was purchased with an 8-year license including consumables. Edmentum and other digital instructional materials continued in 2020-2021 for CCSS-aligned on-line curriculum in addition to text books.	\$77,600.00	No
1.4	Provide intervention and assistance in classrooms, small	Intervention and assistance was provided in classrooms, small groups and individually as planned. In addition, the Reading Eggs and other EL programs was purchased and used in 2020-2021.	\$69,024.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Maintain, repair, replace and improve existing technology in the classrooms. Increase the number of Chromebooks and related technology as enrollment increases.	SVCS purchased 90 Chromebooks during the 2020-2021 school year in order to support students during distance learning.	\$108,335.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Continue the development of the physical education (PE) program; continue the integration of visual and performing arts (VAPA) through classroom-based and school-wide opportunities; and, enhance the World Language Punjabi curriculum with new instructional materials.

An explanation of why the LEA has developed this goal.

This goal has been set in order to provide opportunities to SVCS scholars to harmoniously develop physically, emotionally, and personally. CDE requires PE throughout the school year, we adhere to the requirements for 200 minutes of physical education every 10 school days. We offer an Art Program to all of our students on a bi-weekly basis and we have a part-time Art instructor on staff. The art program engages students in multiple ways, develops their artistic skills, exposes them to art history and different art mediums. The world language program is fully aligned with common core standards and NGSS standards that provides even more of an advantage to SVCS scholars, enriching their skills in ELA, Grammar, Math, Science, and World Cultures. Our World Language program is a centerpiece of the school and our stakeholders take pride in this program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student scores on 5th and 7th grade CA Physical Fitness Test - 75% or better in Health and Fitness Zone for all 6 fitness areas	CA fitness testing was cancelled for 2019-20 and 2020-21. The Baseline will begin with 2021-22.				
Frequency of offerings and level of participation in VAPA - increase opportunities for student	The Baseline will begin with 2021-22.				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
participation each year					
Expand Punjabi curriculum and instructional materials.	The Baseline will begin with 2021-22.				

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continue lesson plans that ensure 200 minutes of PE every 10 days. Contract with the SWEAT Team for fitness assistance. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing.	SVCS continued contracting with SWEAT Team for fitness assistance.	\$21,000.00	No
2.2	Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.	A contract with a dance instructor was added for a trimester for elective and after school dance options. We hired an instructional assistant who has a background in Fine Art who can help to integrate art into other subject areas.	\$30,731.00	No
2.3	Enhance students' experience learning	Students received Punjabi language instruction, no new curriculum was added in 2020-2021.	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
	World Language Punjabi with the addition of new and/or co-curricular instructional materials.			

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year. A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
An explanation of how effective the specific actions were in making progress toward the goal.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Adopt and implement a course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (l), inclusive, of Section 51220, as applicable. "Broad course of STEAM focus of study" includes the following, as applicable: Grades K-8: English, mathematics, social sciences, science, visual and performing arts, health, and physical education and World Language Punjabi K-8. E.C. §51210

An explanation of why the LEA has developed this goal.

Education code 51210 describes the subject areas K-8 which SVCS adopted over and above the minimum required subjects. The subject World Language Punjabi is required for all students K-8 and has been offered since the beginning of the school in 2011. It distinguishes the school and validates the research that the offering of at least one foreign language from kindergarten is beneficial in developing students intellectually, and emotionally, and in creating new neural pathways. STEAM provides opportunities to students to use their interdisciplinary knowledge in order to strengthen their skills in other subject areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
All courses will provide rigor in curriculum and assignments - 50% or more will achieve a 3.0 GPA or higher.	In 2020-2021 29% of student were considered high achieving based on a 3.0 GPA or better.				
At least 80% of students will demonstrate at least one year of growth on ELA and Math CCSS.	79-80% of students met the standards for ELA and Math in 2020-2021.				
We will provide a summer school program to meet the	June/July 2021 Summer Boost program				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
learning loss and social/emotional needs of student as a result of Covid-19. This program will cover all subject areas and provide free lunch and free transportation to those who request it.					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue PD training aligned to CCSS Curriculum with a focus on STEM CCSS/NGSS Writers' Workshop Teacher-led and professional-led trainings Vertical articulation Teacher collaboration	Training was held on all topics listed except NGSS was deferred to 2019-20 when the implementation of the new curriculum.		No
3.2	Continue student support structures during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance.	Support structures were continued and enhanced in 2020-2021.		Yes

Action #	Title	Description	Total Funds	Contributing
3.3	At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of the importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study	Parent involvement opportunities were held throughout the year including a Family STEM Night, PTO meetings, and the Multicultural Fair and Open House.	\$1,000.00	No
3.4	University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a degree.	Middle school students visited UC Davis for a campus tour in 2018-19. Due to the pandemic, we were unable to attend campus tours in person. However, this school year we plan to visit college campuses both through virtual tours and (in keeping with Covid guidelines) in person.	\$5,000.00	Yes
3.5	Continue to hold ELAC meetings to gain input and feedback.	Three ELAC meetings were held during 2020-2021 school year via Zoom. Now the ELAC meetings are coupled with our School Site Council meetings in order to gain more widespread participation.	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Offer afterschool and summer school programs for additional reading, writing, math, and homework support as well as co-curricular activities.	Addressing learning loss resulting and social and emotional impact from Covid-19 and utilizing Covid-19 related funding streams.	\$100,000.00	Yes

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	SVCS will continue to properly maintain and improve its facilities, transportation and food service to enhance student safety, school connectedness and opportunities for well-being.
An explanation of why the LEA has developed this goal.	
The safety of our students and staff is the foremost priority. To meet this goal the facility is regularly maintained to ensure proper hygienic conditions, proper ventilation, and necessary repairs. SVCS maintains five busses. Four of which are air conditioned and fully equipped with child safety mechanisms. As more than 80% of students use SVCS transportation, we make sure that the drivers are fully licensed and training/professional developments are assigned on a regular basis so that students and families can create a relationship with the bus drivers.	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	The campus facilities will be repaired, maintained and improved as budgetary resources allow. Emphasis will be placed on safety-related items. Upgrades from Prop 39 Energy Funds are reducing energy	Facilities were maintained and a new custodial service was hired in 2018-19 with improved results. During the 2020-2021 year, we maintained the same custodial service which enhanced sanitizing services and during the day cleaning especially high-touch surfaces.	\$337,057.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. When possible, SVCS will provide transportation for field trips.	Home-to-school transportation was available, for a nominal fee, to students who live outside of walking distances. When we returned to the hybrid model of teaching on April 1, 2021 we began offering transportation to and from school again.	\$452,199.00	No
4.3	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches.	During Covid-19 parents were offered free meals for pick up on campus. In April, when we switched to a hybrid model, meals were available to students every school day at no cost. They were also informed of free and reduced lunch programs in their area that they could pick up if it was more convenient to them.	\$103,013.00	Yes
4.4	Staff will receive training about student social-emotional learning, internet safety, suicide prevention, anti-bullying and assistance available to homeless students.	Staff training was provided through weekly communications, on PD days, minimum days, staff meetings and online modules via CharterSAFE.		Yes
4.5	SVCS will increase parent/guardian and staff awareness of and access to community resources (i.e. library, mental	Provided parents with notices about resources in monthly newsletter and through links on the SVCS website.		No

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage from Prior Year	10. Total Percentage to Increase or Improve Services for the Current School Year (8 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Improved or Increased Services (7 divided by 8, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 6 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

