

**Sacramento Valley Charter School**  
**Transaction Report**  
 October 14 - November 15, 2022

	Account	Amount
<b>Total for Miscellaneous</b>	UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Miscellaneous : Donation & Bhangra Class	\$ 809.00
<b>Total for Transportation</b>	UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Transportation	\$ 950.00
<b>Total for 8311 - Special Education - State</b>	V RESTRICTED REVENUE:6500 - Special Education - Sac Vly Chtr - Oct 22-23	17,792.00
	Oct 22-23 ERMHS SacVly Chtr	1,145.00
	21-22 State SacVlyChtr	1,819.00
	\$ 22,515.00	

Monday, Nov 14, 2022 10:41:26 AM GMT-8 - Accrual Basis

# Sacramento Valley Charter School Check Detail

October 14 - November 15, 2022

Date	Transaction Type	Num	Name	Memo/Description	Amount
10/17/2022	Check	4970	Great America Financial	For Copier Lease	\$ 1,102.38
10/17/2022	Check	4971	Astound Business Solutions	For Phone & Internet Service	\$ 1,451.18
10/17/2022	Check	4972	MOSAC	Educational Science Fieldtrip for Middle School	\$ 1,100.00
10/17/2022	Check	4973	Chill-Chain, Inc.	For Milk	\$ 1,007.66
10/17/2022	Check	4974	Education.com	For online access - 1 year subscription	\$ 1,240.00
10/17/2022	Check	4976	Young, Minney & Corr, LLP	For Legal Advice	\$ 933.00
10/17/2022	Check	4977	Bus Paramedic	For 45-day Inspection & Repairs	\$ 1,215.20
10/17/2022	Check	4979	Joanna Noble	For DOT Exam	\$ 50.00
10/17/2022	Check	4980	Pearson Education, Inc.	For Instructional Materials	\$ 45.00
10/20/2022	Check	4981	Amazon.Com	For Instructional Materials	\$ 1,267.18
				For Office Supplies	\$ 290.21
				Word my way reading books - 3rd grade	\$ 259.75
				Supply for Bus Drivers	\$ 34.94
				Used sales tax	(-5.84)
					<b><u>\$ 1,846.24</u></b>
10/31/2022	Check	4982	West Sacramento FARP	Cleared Unknown False Alarm	\$ 265.00
10/31/2022	Check	4983	Chill-Chain, Inc.	For Milk	\$ 239.46
10/31/2022	Check	4984	Bay Alarm Company	For UL Certificate Fees	\$ 130.75
10/31/2022	Check	4985	New Horizon Flooring	Janitorial Service for the month of October 2022	\$ 5,000.00
10/31/2022	Check	4986	MetLife	For ADD & LTD	\$ 401.88
10/31/2022	Check	4987	Serve 3 Network	Invoice for the month of Sept, Oct & Nov To Maintain Tech Support	\$ 4,987.20
10/31/2022	Check	4988	City of West Sacramento	For Utility Charges	\$ 230.70

10/31/2022	Check	4989 T-mobile	For 9 hotspot connection fee	\$	180.00
11/02/2022	Check	4990 DMV	For Vehicle Registration Renewal- Toyota Van	\$	276.00
11/02/2022	Check	4991 Vicky Dali CPA LLC	Invoice for the month of October 2022	\$	4,082.50
11/02/2022	Check	4992 Sikh Temple - Rent Payable	For Rent - Invoice for the month of November 2022	\$	28,380.00
11/02/2022	Check	4993 Gurdeep Singh	Deliver Lunch Grocery to school	\$	500.00
11/02/2022	Check	4994 Gurdeep Singh	Transport Students to school in School Van	\$	2,100.00
11/02/2022	Check	4995 Raghuwant Singh Arora	Transport Students to School in School Van	\$	2,100.00

Monday, Nov 14, 2022 09:09:27 AM GMT-8

RESOLUTION NO. 2022-23 005

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 TELECONFERENCING 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 and masking orders and recommendation, 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 December 15, 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 15th day of November 2022, by the following vote:

AYES: D. Ghuman, B. Bhinder, N. Thandi, S. Bassi

NOES: 0

ABSENT: S. Dhillon

ABSTAIN: 0

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento Valley Charter School	Dr. Amrik Singh Principal	asingh@sacvalleycharter.org 916-596-6422

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2022-23 LCAP	<a href="https://www.sacvalleycharter.org/lcap-and-financial-info.html">https://www.sacvalleycharter.org/lcap-and-financial-info.html</a>
ESSER III Safe Return to In Person Instruction Plan	<a href="https://www.sacvalleycharter.org/lcap-and-financial-info.html">https://www.sacvalleycharter.org/lcap-and-financial-info.html</a>
2021 Expanded Learning Opportunities Grant Plan	<a href="https://www.sacvalleycharter.org/lcap-and-financial-info.html">https://www.sacvalleycharter.org/lcap-and-financial-info.html</a>
Expanded Learning Opportunities Program Plan	<a href="https://www.sacvalleycharter.org/lcap-and-financial-info.html">https://www.sacvalleycharter.org/lcap-and-financial-info.html</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSER III funds received by the LEA

\$499,593



Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	249,593
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	100,000
Use of Any Remaining Funds	150,000

**Total ESSER III funds included in this plan**

\$499,593

**Community Engagement**

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

SVCS actively sought and received feedback from a broad range of perspectives and representatives to identify and prioritize students' academic and social-emotional needs and develop a comprehensive plan to address those needs and mitigate the learning loss that has occurred during the past 18 months. Efforts to request and receive input began in Spring 2021 with development of the Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunity Grant Plan (ELOG). For the LCAP and ELOG, SVCS held public hearings at its Board meetings and met with the Site Council/English Learner Advisory Committee(ELAC)/LCAP Advisory Group and PTO as well as discussed with teachers and staff at staff meetings. All input received from development of the 2021-22 LCAP and ELOG was reviewed and has influenced the ESSER III Expenditure Plan development.

SVCS contacted the following by email and/or telephone to invite participation of: students, families (including families that speak languages other than English), Civil Rights and disability rights organizations, individuals or advocates representing the interests of children with disabilities, English learners and other underserved students. The following potential stakeholder groups were not contacted as SVCS does not have "present and served" students: tribes, homeless, and incarcerated. In addition, the school has no local bargaining units to contact.



Constituent groups and individuals were offered multiple methods for meaningful consultation including attending the public hearing, providing written replies and scheduling online meetings. For the ESSER III Expenditure Plan specifically, the item was placed on the Board Agenda for discussion at the September 8, 2021 Regular Board Meeting and a Public Hearing on the ESSER III Expenditure Plan was held on September 28, 2021 at a Special Meeting of the Board. The Special Meeting was announced to all parents/guardians, Site Council/ELAC/LCAP Advisory Group (LCAPAG), PTO and organizations identified as likely to represent students with unique learning needs who are present and served by SVCS. The Principal and Fiscal Consultant shared the draft list of priorities with the Site Council/ELAC/LCAPAG at their meeting on Sept 26, 2021 and the priorities were discussed in great detail. Surveys were sent to parents and staff to receive input on the priorities for the use of funds. The feedback from all sources was considered in the development of this Plan.

A description of how the development of the plan was influenced by community input.

As a small school with a close sense of community, SVCS administration receives direct and regular feedback from parents, staff and students. Since not all families provide feedback and it is often the students of the less-connected families that struggle the most, it was helpful to solicit input from community-based groups to help understand the issues faced by different student populations and where issues overlap among most or all student populations (fear of uncertainty, financial, emotional, lack of quiet learning space, etc.). The areas of focus as determined from this feedback are:

- 1) Student learning loss (especially after school and during the summer as well as the use of instructional assistants during the school day).
  - 2) Social-emotional wellness for students, staff and families (counseling services, raising awareness and access to community resources, professional development).
  - 3) Providing strategies for continuous, safe in-person learning (COVID-19 testing, cleaning/sanitizing, professional development)
  - 4) Increasing student's ability to use technology and maintain/improve existing technology (such as Chromebooks and charging carts).
- Community input not only influenced this Plan but raised our awareness of other non-financial and/or non-program concerns (i.e. excessive time playing video gaming and screen time/social media). The actions described in this Plan respond directly to needs identified through this interactive idea-sharing process. Furthermore, an active member of the Site Council and teacher at SVCS shared her research that SVCS uses products that meet ESSA Tiers, more specifically BrainPop with Tier 2 Moderate Evidence, Nearpod with Tier 3 Promising Evidence and numerous programs including Pear Deck and Quizlet with "Research-Based Design Certifications".

## **Actions and Expenditures to Address Student Needs**

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the



plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

### Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

#### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

249,593

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goals 1 & 4, Actions 2, 4 & 5	Social, emotional and behavioral supports	Social-emotional professional development (PD) for teachers and staff in LCAP is expanded to include the addition of counseling services, school psychologist, behavior specialist, behavior technician support for three years (separately from Special Education services). The support can include education for families about child wellness and may include an Employee Assistance Program (EAP) for staff and a couple of counseling sessions for uninsured staff.	61,593
LCAP, Goals 1 & 4, Actions 2 & 4	Improving use of technology and tech-related PD	The LCAP refers to PD and technology and this expands the approach to help students gain skills needed to succeed during distance learning as well as in person classes where technology is used and for online assessments. Keyboarding, access online content and safety are areas of focus.	10,000
LCAP, Goal 1, Action 5	Repair, replace, increase technology	The LCAP includes some Chromebook replacements and this plan expands the number of devices that can be replaced. Some devices will no longer be eligible for upgrades and the testing/assessments require minimum levels of upgrades making replacements a must. These funds can be used through 9/30/2024 for technology repairs, replacements, upgrades. In 2022-23, SVCS added a school-wide telecom system and card-coded door locks for added school safety through improved technology.	100,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Classroom budgets	This plan provides \$1,000 per teacher to use over three years for classroom projects, activities, and/or games to help students mitigate stress, anxiety, fear or other classroom supplies/materials to enhance student engagement in learning.	18,000
LCAP Goal 4, Actions 1, 2, 6; ESSER III Plan #3	Continuity and Safe In Person Instruction	The LCAP includes facilities maintenance, transportation and recess monitors. The ESSER III Plan #3 highlights continuity of services. Funding through this plan expands the existing approach for sanitizing, cleaning, cleaning supplies, PPE, COVID-19 testing, air filtration and replacement filters, helping maintain hygiene and distance, when possible.	60,000

### Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

#### Total ESSER III funds being used to address the academic impact of lost instructional time

100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goals 1 & 3, Actions 4 & 6, ELOG	Summer learning program	This plan enables the school to offer a free Summer Boost program for two more years. Students are referred to the program based on documented learning loss and inability to meet thresholds for grade-level advancement or for social-emotional needs.	60,000
LCAP Goals 1 & 3, Actions 4 & 6, ELOG	After school on-line tutoring and/or in-person program	This plan enables the school to offer a free after school academic support program for two more years. Students are referred to the program based on documented learning loss and inability to meet thresholds for grade-level advancement or for social-emotional needs.	40,000

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

150,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Wi-Fi Hotspots	Wi-Fi Hotspots will be provided free-of-charge to any student who is eligible for free and reduced price meals	7500.
	Unique needs of school	Providing the principal and other school leaders with the resources necessary to address the unique needs of their individual schools. For example, STEAM day supplies, robotics instructional materials.	21000
	Continuity of services and employing staff	Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff. For example, SVCS pays a stipend to instructional aides for leading a classroom (under the emergency conditions provision allowed by Governor Newsom) when a substitute teacher is not available so that school does not need to be cancelled and teacher continuity stipends.	121500

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Social, emotional and behavioral supports	PD and contracted services received and paid for; reduced number of referrals to the office or the principal for behavior concerns; improved participation by students through better attendance; improved classroom engagement, based on documented teacher observations.	Progress will be monitored on a monthly basis beginning in November 2021.
Improving the use of technology and tech-related PD	PD and technology services received and paid for; time spent by students accessing the skill-building programs/time on task (such as keyboarding).	Progress will be monitored on a monthly basis beginning in November 2021.
Repair, replace, increase technology	Making purchases of replacement and additional Chromebooks, carts, laptops, and devices needed for classroom, distance-learning, assessments, etc.	Progress will be monitored with the monthly Board expense report, the quarterly CARES Act reporting and the interim financial reporting cycle.
Classroom budgets	A spreadsheet will be maintained to help each teacher be aware of their balance and purchase history over the nearly three-year period.	Progress will be monitored through the quarterly CARES Act reporting and updates will be provided to the staff at least twice a year.
Continuity and safe in-person instruction	Making purchases (such as: PPE, sanitizer, COVID-19 tests, added staffing) will support that progress is being made. The school promptly identifying and responding to potential or known COVID-positive staff, students, families. Attendance records will also help with progress monitoring especially for those students most impacted by the COVID-19 pandemic.	Progress will be monitored with the monthly Board expense report, the quarterly CARES Act reporting and the interim financial reporting cycle. Once a month, the Board receives the Principal's Report and Safety updates.
Summer learning program	Students are referred based on academic and/or social-emotional needs that have been documented. Assessments will be held during the program and at the end of the program to evaluate the student's progress. Students may be referred to the after school tutoring or after school program during the school year to continue mitigating their learning loss or social-emotional challenges.	A consolidated/compiled review for at least ELA and Math will be made once a month to assess progress made by students participating in the Summer Boost and/or after-school tutoring or after in-person program (i.e students most impacted by the pandemic).



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>After school on-line tutoring and/or in-person program</p>	<p>Students are referred based on academic and/or social-emotional needs that have been documented. Assessments will be conducted at least once a month to evaluate the student's progress. Students may be referred to the Summer Boost program to continue mitigating their learning loss and/or social-emotional challenges.</p>	<p>A consolidated/compiled review for at least ELA and Math will be made once a month to assess progress made by students participating in the Summer Boost and/or after-school tutoring or after in-person program (i.e students most impacted by the pandemic).</p>

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento Valley Charter School	Amrik Singh Principal	asingh@sacvalleycharter.org 916.596.6422

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

SVCS Administration took the following steps to involve all constituent groups:

- 1) On April 21, 2021, the Board held a public hearing to invite participation in the development of the plan.
- 2) On May 14, 2021, the Site Council/LCAP Advisory Group - that consists of parents, a teacher, a classified staff member and the Principal - discussed the school's budget development and LCAP development including the ELO and IPI funds available to address the learning recovery needs of students.
- 3) Throughout April and May, the Principal has been meeting with teachers and school staff about operating a June 2021 or July 2021 summer school program as well as an after school program for students in one or more of the ELO-identified groups. The budget includes estimated costs for operating the program to include instruction, meals/snacks, and supports for social and emotional well-being.

A description of how students will be identified and the needs of students will be assessed.

The first step will be identifying students based on the CALPADS reporting as being in one or more of the ELO identified groups. From the pool of students, the Principal will work with teachers to identify students who had any of the following 1) not performing at grade level based on standardized testing results and /or grades 2) students with social or emotional issues that resulted in low performance 3) teacher/staff recommendations based on documented concerns that meet the criteria or 4) parent requests based on documented concerns that meet the criteria. Once identified, students with greatest need will be given priority for participation in summer school and/or after school program. The



needs of the students will be assessed through their standardized test results, grades and other existing metrics. Students will be recommended for courses that address their highest needs (remediation in core subjects, social-emotional support, etc.).

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will be informed of the opportunities through 1) monthly parent newsletter 2) phone calls made directly to individual parents/guardians 3) USPS mailing of invitation to participate and 4) the school's active presence on website and social media (Facebook).

A description of the LEA's plan to provide supplemental instruction and support.

Supplemental instruction and support will be provided by SVCS teachers, certified specialists, classified instructional aides and school staff as additional time provided outside of the usual school day. More specifically a two or three week summer program in June or July 2021 and after school program during the 2021-22 school year will focus on meeting the learning recovery needs of all students in the ELO-identified groups. Staff will be paid hourly at their current pay rates from providing these services. Instructional materials and supplies will be provided and/or made available to the participants at no cost. Meals and/or snacks will be provided to the participants at no cost. As funding remains available (through ELOP, LREBG, ESSER III and/or other identified funding sources) SVCS will continue to offer a two or three week summer program and after school program to support students with learning recovery and social-emotional needs

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	151,596	83045.43
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	18,177.00	14,831.46
Integrated student supports to address other barriers to learning	10,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		



Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	2,000.00	254.57
Total Funds to implement the Strategies	181,773.00	98,131.46

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

When this plan was developed in 2021, SVCS served 239 unduplicated pupils out of 284 enrolled, and we identified that the demand for services would exceed the ELO funding. The programs offered will be broadened and extended to more eligible students by coordinating the use of other federal ESSER II funding received, as allowed by the ESSER II program goals and requirements. As updated in November 2022, the ELO funding has been expanded to ELOP and will continue to be used in coordination with ESSER II and ESSER III federal sources and the State's new LREBG funding to address the needs of SVCS' 305enrolled students with an estimated 255 unduplicated students in 2022-23.



**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

# Expanded Learning Opportunities Program Plan Guide

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Sacramento Valley Charter School  
Contact Name: Dr. Amrik Singh  
Contact Email: asingh@sacvalleycharter.org  
Contact Phone: 916-596-6422

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Sacramento Valley Charter School
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means 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

# Expanded Learning Opportunities Program Plan Guide

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. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.



# Expanded Learning Opportunities Program Plan Guide

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Sacramento Valley Charter School (SVCS) provides ELOP on the schoolsite. SVCS provides a safe and supportive environment through personalized attention, small class sizes, recess/lunch/passing/drop off and pick up time supervision, mental health counseling, instructional aide support as well as physical site security (such as gates, parking barricades, door locking devices and security camera monitoring). When students and staff feel safe, a better learning environment is achieved.

## 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Summer Boost program allows for data-driven teaching and learning experiences with a focus on ELA and Math specific to each student's identified needs. In addition, students were provided with various STEAM activities to encourage interest and participation. Since the Summer Boost program was only two weeks in June 2022, it does not replicate or duplicate a regular instructional day. Transportation is provided to and from the Summer Boost program.

The After School Program was limited to intensive tutoring for a limited number of highest need students in 2021-22 as staffing was not available (staff were experiencing their own COVID-19 fatigue). For 2022-23, SVCS began its After School Program in late September 2022 to provide homework assistance and learning loss intervention to highest need students first. Students work with instructional aides in one-to-one and/or small groups to improve essential skills and achieve learning recovery.



# Expanded Learning Opportunities Program Plan Guide

## 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Please refer to Section 2. At the end of the intensive, two-week Summer Boost program, parents/guardians were invited to attend and nearly all attended an end-of-program ceremony. The parents/guardians were able to see how their student(s) made progress. There was a robotics class demonstration and about 30 students received awards for successfully completing Summer Boost.

Through the assessment and observation process, the data provided evidence of the successful interventions and learning that had taken place.

## 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

SVCS provides opportunities for students to engage in youth voice and leadership during the regular school year with Student Council (elected class representatives from 4th - 8th grades) and during weekly morning assemblies where each grade makes a small presentation.

Options for engaging in youth voice and leadership during the Summer Boost and After School Programs will be explored over the next two years and documented in the 3-year plan update.

# Expanded Learning Opportunities Program Plan Guide

## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

During the regular instructional year, Summer Boost and After School Program, students and their families are encouraged to advocate for, request services, and make healthy choices for mental and physical health.

During the regular school year and Summer Boost, students are provided free-of-charge with a nutritious, vegetarian meal cooked on site, from scratch. If students arrive at school hungry, they are given cereal and milk for a nutritious breakfast free-of-charge. Students at Summer Boost and After School Program can choose snacks from options including milk, juice, water, fruit, cookies or chips.

## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

As a school with greater than 80% unduplicated, we are fully aware of the need to provide unobstructed access and equity to all students. SVCS is uniquely able to address cultural and linguistic diversity and opportunities as a focus of the school is world language Punjabi instruction. SVCS has a mix of immigrant students, U.S.-born students of immigrant parents and multi-generation U.S. families. In all instances, efforts are made to be inclusive, informative and welcoming to all families. Students and their families participate in the tremendously-well attended multi-cultural fair and learn about countries other than the United States and India.



# Expanded Learning Opportunities Program Plan Guide

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All of SVCS' certificated staff are credentialed, are interns or are enrolled in credential programs. New teachers also participate in BTSA for two years. Many of our Instructional Aides have 4-year degrees and are well-qualified for their positions.

SVCS dedicates time at staff meetings, before the school year begins and during the school year to provide professional development opportunities. Professional development is available to all staff and the school will usually pay for a conference or work shop held during summer or other breaks so that staff can continue to embrace life-long learning.

## 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

**Vision:** Sacramento Valley Charter School is a charter school with strong community support and participation that provides a rigorous, standards-based curriculum and individualized support for all children. SVSC has a safe and compassionate learning environment that promotes love of learning among children while meeting their academic, social and emotional needs. SVCS has a highly professional staff that builds an uncompromising commitment to learn, compete and excel. Through expanded learning opportunities, students will be able to make sizeable gains in academic progress and social-emotional well-being to offset the impact of COVID-19 disruptions in their education and daily life.

**Mission:** Sacramento Valley Charter School will create an inspiring and challenging learning environment for our children and to promote a culture of strong social and family values.

**Purpose:** Providing intensive support for students demonstrating the greatest need is not only expected but a common-sense approach to ensure students are able to reach their potential and become capable members of our diverse community.

# Expanded Learning Opportunities Program Plan Guide

## 9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

SVCS will continue to investigate collaborative partnerships to expand the types of offerings and meet the needs of more students. Currently, SVCS offers a dance program after school two days a week.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

SVCS receives feedback from parents, staff and students to monitor program effectiveness. In addition, data from assessments and observations is considered when setting up the Summer Boost and After School Programs. SVCS strives for continuous quality improvements by modifying, eliminating or replacing program elements that did not meet the desired outcomes.



# Expanded Learning Opportunities Program Plan Guide

## 11—Program Management

Describe the plan for program management.

The Programs are managed by the Principal. In 2022-23, a program coordinator was named and is paid for the day-to-day operation of the After School Program. As the funding streams are significant and over many years, SVCS is considering having an ELO/ELOP/LREBG/ESSER II & III Coordinator or Director to establish comprehensive programming and accountability.

## General Questions

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

N/A

# Expanded Learning Opportunities Program Plan Guide

## Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

SVCS is actively developing its UPK/TK program in 2022-23 in order to meet all of the program ratios and requirements for 2023-24. A qualifying teacher is responsible for identifying community resources for before and after school programs in order to meet the 9-hour day requirement of access. If UPK/TK students are added to SVCS' after school program, then UPK/TK students in the program will have the required pupil-to-staff ratio through hiring and staffing. Again, curriculum and programming are in the development and implementation stage in 2022-23.

## Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Before school program(s)\* 8:00 - 8:30 AM  
Full-day UTK 8:30 AM - 3:00 PM^  
After school program(s)\* 3:00 - 5:00 PM

\* In 2022-23, SVCS is developing lists of programs and locations where wrap programming will meet minimum of 9 hours per day.

^ In 2022-23, SVCS is developing curriculum and program for UTK so that the pupil-to-staff ratio and more details of meals, naps, play and other essential components have associated timing and descriptions.



## Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

### **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

### **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

# Expanded Learning Opportunities Program Plan Guide

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

## **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

## **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program



## Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.