

Sacramento Valley Charter School
Transaction Report
 April 15 - May 19, 2021

	Class	Memo/Description	Amount
8096 - Cash in Lieu of Property Taxes	UNRESTRICTED REVENUE:0000 - Unrestricted:8096 - Cash in Lieu of Property Taxes	Property Tax- April 2021	\$ 35,953.00
Total for Miscellaneous	UNRESTRICTED REVENUE: Unrestricted8699-Other Local Income: Miscellaneous	For Donation	\$ 1,100.00
Total			<u>\$ 37,053.00</u>

Monday, May 17, 2021 10:14:10 AM GMT-7 - Accrual Basis

Sacramento Valley Charter School
Check Detail
April 15 - May 19, 2021

Date	Num	Name	Memo/Description	Amount
04/22/2021	4359	WageWorks	For Cobra Service	\$ 40.00
04/22/2021	4360	Great America Financial	For Copier Lease	\$ 752.36
04/22/2021	4361	Preet Cheema	Reimbursement for Classroom Supplies	\$ 29.66
04/22/2021	4362	Amazon.Com	Sanitizing Stuff for class rooms	639.02
			4 H.P toner for Office Printer	532.13
			For Class room Supplies & Art Supplies for Ms. Hope	88.99
			5 Laptops & Protection Plan for Instructional Aids	3,408.14
			Use Sales Tax	-51.99
				<u>\$ 4,616.29</u>
04/22/2021	4363	Zowee Church	Reimbursement for Classroom Supplies	\$ 85.25
04/22/2021	4364	Sandip Kang	Reimbursement for Classroom Supplies	\$ 201.68
04/22/2021	4365	BrainPOP LLC	Online Access for Science Program -July2021- June 2022	\$ 4,496.25
04/22/2021	4366		void	0.00
04/22/2021	4367	Total Education Solution	For Special Education service - February 2021	<u>\$ 5,161.25</u>
			For Psych service 1586.25	
			For LAS Service 2075.00	
			For CLS Guid Service 600.00	
			IEP development 100.00	
			Guid Adm 800.00	
04/22/2021	4368	Gurdeep singh	Reimbursement for Lunch Grocery - School Card Was Declined	\$ 685.42
04/22/2021	4369	Gurdeep singh	Reimbursement for Lunch Grocery - School Card Was Declined	\$ 246.85
04/22/2021	4370	Jagdeep kaur	Snacks/ Coffee for School Staff	\$ 86.97
04/29/2021	4371	The UPS Store	For Mailing, Postal Stamps & Fingerprints	\$ 524.82
04/29/2021	4372	United Glass n Window	Windshield Installed - Toyota Van 7WKY428	\$ 345.00
04/29/2021	4373	MetLife	For ADD & LTD	\$ 334.72
04/29/2021	4374	T-mobile	For 51 Hotspot connection Service Fee	\$ 1,020.00

05/04/2021	4378 Gurdeep singh	Transport Students from West Sacramento & Bicentennial Circle	\$	715.00
05/04/2021	4379 US Bank	For Lunch Grocery		908.16
		For 8 Air Purifiers - Classrooms		9,705.87
		For Planbook, Microsoft & Wave cloud sub service		642.80
		For Wave Business & Nuso - Phone & Internet service		795.50
		For 8th Grade Graduation- Gowns & Caps		883.35
		For Classroom Supplies		459.90
		Sanitizing Stuff for classroom and Buses/Vans		425.12
		For Certificates & Medals		405.44
		Utility Charges- Water		230.35
		For Window glass & Doorcking		181.90
		For Best Version Media		284.00
		For Mailing		1.67
			\$	<u>14,924.06</u>
05/04/2021	West Sacramento Truck 4380 Stop	Fuel for Buses / Vans- April 2021	\$	797.81
05/10/2021	4381 Vicky Dalil CPA LLC	Invoice for the month of April 2021	\$	1,995.00
05/10/2021	4382 WageWorks	For Cobra Service - April 2021	\$	40.00
05/10/2021	4383 Nearpod Inc	For Nearpod Premium Plus & Flocabulary Site license	\$	4,934.00

Monday, May 17, 2021 09:11:10 AM GMT-7

**Sacramento Valley Charter School
2021-22 Draft Budget Narrative
May 19, 2021**

The following narrative is provided to highlight and explain significant components and assumptions used in developing the 2021-22 draft budget.

Revenue:

LCFF:

The main reasons for the increase in LCFF revenue is the State's budget surplus.

- 1) Supplemental and concentration funding is based on a three-year rolling average and will continue at the higher levels as long as SVCS' unduplicated population remains stable:
2017-18 act: \$181,208
2018-19 act: \$333,520
2019-20 est: \$464,249
2020-21 est: \$476,696
2021-22 est: \$503,979
- 2) SVCS has experienced an enrollment and ADA growth trend. The projection for 2020-21
2017-18: 220.42 ADA
2018-19: 239.78 ADA
2019-20: 262.42 ADA
2020-21 est: 262.42 ADA
- 3) Governor Newsom's May Revise Proposes:
 - a. A 5.07 % COLA (was 3.84% at January 2021 and includes a 2020-21 COLA catch up plus 2021-22 COLA).
 - b. \$9.2 billion in deferrals will be paid down, but \$3.7 billion in deferrals remains.
 - c. The State Budget will be adopted by the June 15 deadline and any significant revisions will be included in the 45-day revise.

Federal Revenue:

A new category of Title funds may be received – Title IV – the amount is not yet known. Covid-19 and related funding ends – only carryover will exist.

Other State Revenue:

SB740 continues to be oversubscribed without a proposal for increasing revenue. Covid-19 and related funding ends – only carryover will exist. New programs will be included at the 45-Day Revise – universal TK, more after school and summer school programs are proposed.

Expenses:

Certificated: The budget includes the salary schedule base pay increase of \$2,000 plus \$1,000 per teacher who completed a year of service at SVCS. The Vice Principal position is included.

Classified: Pay increases are for 1) the technology coordinator position \$10,000 increase and remains full time for 2021-22 and 2) for positions at \$15-\$16 per hour will receive an additional \$.50 per hour beginning 1/1/2022. Adds a recess monitor, if needed. Adds after school program staffing.

Benefits: The employer share of medical benefits is reflected at the Board-approved level of 100% for employee-only coverage at the selected base plan. The renewal rates will be received in August 2021 and included in SVCS' 45-day budget revise (a 5% increase is included in the budget) plus benefits for partial-year positions in 2020-21 that will be full-year positions for 2021-22.

Books and Supplies: The budget for textbooks increases for learning remediation; more food and after school program snacks; fuel is greatly increased as fuel prices are predicted to go much higher and the school will be fully re-opened and operating all buses and vans regularly.

Services and Operating Expenses: Restores Covid-related cutbacks such as SWEAT Team, contracted van drivers, and facility rent increase for COLA at 3.84% will be increased based on State adopted budget COLA.

Other Outgo/Financing Uses:

Depreciation expense decreases by about \$6,188 for a full year's depreciation on all vehicles owned including the three buses purchased in 2019-20 and adds \$5,000 for a \$20,000 for monthly monitoring cost.

Summary:

SVCS remains in a strong financial position. Even with the major State Aid deferrals, we have maintained the Operating Reserve account balance – no draws have been made.

The multi-year projection shows that SVCS will be able to meet its future obligations as well as maintain its reserves in excess of the 5% level contained in the Operations MOU.

Once the school year begins in August 2021, enrollment is confirmed, and the State's budget has been adopted and revised, the SVCS budget will be updated for any significant changes.

Sacramento Valley Charter School

Fiscal Year Budget Cycle	Adopted Budget 6/24/2020 2020-21	2nd Interim 1/31/2021 2020-21	Difference	Draft Budget 5/19/2021 2021-22
Key Budget and Financial Variables				
Enrollment	280.00	284.00	(4.00)	280
Estimated School P2 ADA	267.00	262.42	5.58	268
Unduplicated Count - EL/FRLE	200.00	239.00	(39.00)	200
A. Revenues:				
State (using FCMAT LCFF Calculator)				
Base Grade Span (includes CIL & EPA)	\$ 2,010,617	\$ 2,146,317	\$ 154,319	\$ 2,300,636
Supplemental and Concentration	428,382	478,843	25,136	503,979
PY Adj to Cil, EPA, State Aid	-	-	-	-
Subtotal - State Revenue	\$ 2,438,999	\$ 2,625,160	\$ 179,455	\$ 2,804,615
Federal (ConApp Title I - IVe)	60,950	174,322	(89,322)	85,000
Other State (Lottery, MBG, SB740 CSFGP, Spec Ed)	371,499	415,673	(9,996)	405,677
Local (bus, fund raising, donations, after school)	74,000	39,000	26,000	65,000
Total Revenue	\$ 2,945,448	\$ 3,254,155	\$ 106,137	\$ 3,360,292
B. Expenditures:				
1000-1999 Certificated Personnel Salaries	\$ 1,090,320	\$ 1,056,404	\$ 138,942	\$ 1,195,346
1100 Waived Ins (Other Coverage)	3,150	3,150	-	3,150
1100 Teachers (all)	869,650	900,454	67,742	968,196
1100 3 P.D. days, 19 teachers @ \$160/day + 50 hours@\$25/hr	7,010	10,370	-	10,370
1100.01 Substitutes (absence coverage)	17,280	19,200	-	19,200
1100.03 Substitutes for PD release time	2,880	2,880	-	2,880
1100 Teacher-in-Charge Stipend	2,000	2,000	-	2,000
1100 Hard-to-Fill Position (Math+Science) Stipends	2,000	2,000	-	2,000
1300 Asst Principal @ 210 days/yr	70,000	-	70,000	70,000
1100 Waived Ins (Other Coverage)			1,200	1,200
1300 Principal @ 220 days/yr	119,500	119,500	-	119,500
2000-2999 Classified Personnel Salaries	\$ 564,637	\$ 450,261	\$ 122,556	\$ 572,817
2100 Instructional Aides/EL, hourly (rates/hours vary, 180 days)	134,417	148,542	(15,175)	133,367
2200 Non-Certificated Support (drivers, food srvc, tech)	254,176	163,981	99,425	263,406
2200 Food Services Staff, hourly (3 @ 26hrs/wk)	53,692	53,692	3,008	56,700
2200 Bus Drivers, hourly	141,096	141,096	1,310	142,406

Sacramento Valley Charter School

Fiscal Year Budget Cycle	Adopted	2nd Interim	Difference	Draft Budget
	Budget	1/31/2021		5/19/2021
	6/24/2020	2020-21	2021-22	
2200 Tech Coordinator				60,000
2200 Waived Ins (Other Coverage)	2,100	2,100	2,200	4,300
2400 School Office/Clerical (all)	91,640	98,936	(7,296)	91,640
2400 School Fiscal Clerk (8 hrs day/210 days)	30,040	30,040	1,880	31,920
2400 Office Clerk (4 hrs day, 210 days)	28,944	28,944	(14,664)	14,280
2400 School Secretary (8hrs/day, 210 days)	30,520	30,520	13,480	44,000
2400 Waived Ins (Other Coverage)	1,100	1,100	(1,100)	-
2400 Office clerical, summer hours (\$18hr, 4hrs/day, 20 days)	1,440	1,440	-	1,440
2900 Other Classified (RM, After School)	84,404	38,802	45,602	84,404
2900 Recess Monitors, hourly (3 @ 29hrs/wk)	30,032	30,032	18,872	48,904
2950 After School Program (rates/hours vary)	24,400	24,400	11,100	35,500
3000-3999 Employee Benefits	\$ 302,369	\$ 277,947	\$ 34,643	\$ 312,590
3300 OASDI and Medicare	129,914	118,273	16,991	135,264
3400 Health & Welfare	130,411	118,624	17,803	136,426.54
3500 State Unemployment	21,266	22,134	(3,478)	18656
3600 Worker's Compensation	20,778	18,916	3,327	22,243

Sacramento Valley Charter School

Fiscal Year Budget Cycle

4000-4999 Books and Supplies

	Adopted Budget 6/24/2020 2020-21	2nd Interim 1/31/2021 2020-21	Difference	Draft Budget 5/19/2021 2021-22
4000-4999 Books and Supplies	\$ 179,425	\$ 166,200	\$ 48,400	\$ 214,600
4100 Textbooks	41,725	41,725	18,275	60,000
4200 Other Books/Library	2,500	2,500	100	2,600
4300 Materials and Supplies	50,700	95,000	(40,000)	55,000
4300 Transportation - Gasoline	40,000	10,000	40,000	50,000
4400 Non-capitalized Furn/Equip (>\$500, <\$5,000)	2,500	6,475	(2,475)	4,000
4700 Food	40,000	10,000	30,000	40,000
4700 After School Program Snacks	2,000	500	2,500	3,000

5000-5999 Services and Other Operating Expenditures

	Adopted Budget 6/24/2020 2020-21	2nd Interim 1/31/2021 2020-21	Difference	Draft Budget 5/19/2021 2021-22
5000-5999 Services and Other Operating Expenditures	\$ 800,316	\$ 769,466	\$ 24,541	\$ 794,006
5200 Travel & Conferences	3,000	3,000	500	3,500
5300 Dues & Memberships	4,000	4,000	-	4,000
5400 Insurance	48,937	48,937	1,063	50,000
5501 Operations & Housekeeping	33,330	26,665	8,335	35,000
5530 Utilities	15,000	20,000	(5,000)	15,000
5610 Facility Rent/Lease	280,344	280,344	10,765	291,109
5600 Facility Maintenance and Safety Improvements	7,500	7,500	-	7,500
5630 Copier Leases	9,660	9,660	340	10,000
5600 Transportation - Bus/Van Maint	35,000	35,000	-	35,000
5625 Van Rental for Student Transportation	-	-	-	-
5625 Contracted Student Transportation (Three Drivers)	29,500	5,000	24,500	29,500
5640 Food Service Shopping & Delivery	4,725	1,000	4,000	5,000
5800 District Admin Oversight (1% State Aid)	24,390	26,252	1,795	28,046
5800 Nursing Services (screenings) est.	1,500	1,500	-	1,500
5800 Accounting Services	33,130	33,130	(130)	33,000
5820 Audit Services	11,025	11,025	551	11,576
5800 Fieldtrips	7,500	2,500	5,000	7,500
5810 Special Education Contract Services	140,000	100,000	-	100,000
5820 Learning Loss Mitigation Expenses	-	10,823	(10,823)	-
5820 Title III Placeholder	-	-	-	-
5830 Legal Services	8,000	8,000	2,000	10,000
5800 Marketing/Recruiting	6,000	6,000	4,000	10,000
5800 Technology Upgrade	5,000	33,209	(23,209)	10,000
5800 Technology Support	15,000	15,000	5,000	20,000
5800 Other Contracted Srvc	40,000	41,146	(1,146)	40,000

Sacramento Valley Charter School

	Adopted Budget 6/24/2020 2020-21	2nd Interim 1/31/2021 2020-21	Difference	Draft Budget 5/19/2021 2021-22
Fiscal Year Budget Cycle				
5800 Prop 39 Expenses	-	-	-	-
5800 Professional Development	28,775	24,775	-	24,775
5900 Postage and Communications	9,000	15,000	(3,000)	12,000
6000-6999 Capital Outlay	\$ 117,533	\$ 117,533	\$ (1,370)	\$ 116,163
6400 Furniture and Equipment (>\$5,000)	-	-	-	-
6500 FF&E Replacement (>\$5,000)	-	-	-	-
6900 Depreciation Expense (non-cash)	117,533	117,533	(1,370)	116,163
Total Expenditures	\$ 3,054,600	\$ 2,837,811	\$ 367,712	\$ 3,205,523
Net Annual Operations	\$ (109,152)	\$ 416,344	\$ (261,575)	\$ 154,769
7000-7999 Other Outgo/Other Financing (Sources)Uses				
7141 Special Ed. Pro-Rata Share of Unfunded Costs	\$ -	\$ -	\$ -	\$ -
7438 Debt Service (bus loan interest 1 bus)	7,122	7,122	(2,014)	5,108
7438 Debt Service (bus loan interest 3 buses)	15,569	18,478	(6,707)	11,771
Other (Sources)/Uses (balance of PPP proceeds used in 2020-21)	(211,472)	-	-	-
Total Other Outgo	\$ (188,781)	\$ 25,600	\$ (8,721)	\$ 16,879
Net increase (decrease):	\$ 79,629	\$ 390,744	\$ (252,854)	\$ 137,890
Beginning Balance	\$ 1,177,204	\$ 1,279,002	423,300	\$ 1,702,302
Ending Balance*	\$ 1,256,832	\$ 1,669,746	\$ 170,446	\$ 1,840,192

With IPI, ELO, & ESSER II carryover

Book cash balance at 6/30/2020:	\$ 992,870
Bank balance 06/30/2020^	\$ 1,015,037
Bank Balance at 5/17/2021	\$ 1,080,790
Est cash balance at 6/30/2022:	\$ 819,097

^ The bank balance at 6/30/2020 included 1) \$178,300 CSC Advance that was offset in late Sept when the State released the Sept apportionment and 2) \$287,312 PPP loan proceeds that will be used over a 17-week covered period for allowable expenses only.

SVCS 2021-22 DRAFT LCAP SUMMARY

The State of California suspended the LCAP for 2020-21 and required the Learning Continuity Plan (LCP) for 2020-21. For 2021-22, the LCAP resumes as a requirement and the 2020-21 LCP update.

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

Action 1: Hire and properly assign credentialed teachers.

Action 2: Continue professional development in delivering CCSS-aligned curriculum, differentiated instruction, and using technology in the classroom, and STREAM programs to 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 funded with Title II).

Action 3: Purchase curriculum aligned with CCSS and Next Generation Science (NGS) through printed and/or digital instructional materials.

Action 4: Provide intervention and assistance in classrooms, small groups, and individually to unduplicated and special education populations to meet grade-level expectations. A minimum .25 FTE special ed teacher, a full-time ELD Teacher and appropriate levels of instructional aid staffing will serve these students.

Action 5: Maintain, repair, replace and expand technology in the classrooms.

Action 6: Provide instructional services, materials, and support to eligible students under the Extended Learning Opportunities Grant and In-Person Instruction programs.

Action 7: Continue utilizing ELD curriculum/resources.

Action 8: Continue utilizing Reading/ELA program.

NOTE: Goal 1 is unchanged from 2019-20 and covers State Priorities 1-5 and 7. The Actions have been updated to align with actual or anticipated program operations for 2021-22.

Goal 2: Restoration and continued improvement of the physical education (PE) program and visual and performing arts (VAPA) programs; and enhancement of World Language Punjabi through the purchase and implementation of new instructional materials.

Action 1: Restore lesson plans that ensure 200 minutes of PE every 10 days. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing.

NOTE: Goal 2 is unchanged from 2019-20 and covers State Priorities 3-7. The Actions have been updated to align with actual or anticipated program operations.

Goal 3: Adopt and implement a course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

"Broad course of STREAM focus of study" includes the following, as applicable: Grades K-8: English, reading, mathematics, social sciences, science, visual and performing arts, health, physical education, and World Language Punjabi K-8. E.C. §51210

Action 1: Continue PD training aligned to CCSS curriculum with focus on STREAM

- CCSS/NGSS
- Writers' Workshop
- Teacher-led and consultant-led trainings
- Vertical articulation
- Teacher collaboration

Action 2: Continue student support structures during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance.

Action 3: At parent involvement meetings (such as Family Nights and PTO Meetings), remind parents of the importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention.

Action 4: University and College campus visits to encourage students to perform well in elementary and high school and then pursue higher levels of education.

Action 5: Continue to work with parents of EL students through the English Learner Advisory Committee (ELAC) to maximize their understanding of the support and opportunities available to the students and their families.

Action 6: Continue to offer a parent-supported After School Program for students not eligible for ELO-funded after school program participation (and when Extended Learning Opportunities (ELO) funding is exhausted).

Action 7: Provide learning recovery program for students recommended for participation in the After School Program based on recommendation following the ELO Grant Plan and available funding from ELO and/or ESSER II resources.

NOTE: Goal 3 is unchanged from 2019-20 and covers State Priorities 1-4 and 7-8. The Actions have been updated to align with actual or anticipated program operations and Action 7 has been added.

Action 3: Students will be served fresh, wholesome and nutritious meals prepared daily to help optimize learning conditions. Meals and/or snacks, as applicable, will be provided during summer and after school programs using ELO funding.

Action 4: SVCS will continue to provide training to staff on student social-emotional learning, internet safety, suicide prevention, and anti-bullying.

Action 5: SVCS will increase awareness of and access to community resources such as library, county health and mental health services, authorizer-contracted services, State/County/City options.

Action 6: SVCS will continue providing Recess Monitors for student safety at recesses, classroom transitions and during pick up/drop off times.

Goal 4 is unchanged from 2019-20 and covers State Priorities 1, 3, 4, 5 and 6. The Actions have been updated to align with actual or anticipated program operations including the use of ELO funds within Action 3.

Sacramento Valley Charter School

Fiscal Year Budget Cycle	Draft Budget	MYP	MYP
	2021-22	2022-23	2023-24
Key Budget and Financial Variables			
Enrollment	280.00	280.00	280.00
Estimated School P2 ADA	268.00	268.00	268.00
Unduplicated Count - EL/FRLE	200.00	200.00	200.00
A. Revenues:			
State (using FCMAT LCFF Calculator)			
Base Grade Span (includes CIL & EPA)	2,300,636	\$ 2,357,662	\$ 2,431,058
Supplemental and Concentration	503,979	508,642	499,243
PY Adj to CIL, EPA, State Aid	-	-	-
Subtotal - State Revenue	<u>\$2,804,615</u>	<u>\$2,866,304</u>	<u>\$2,930,301</u>
Federal (Spec Ed, ConApp, OTO)	85,000	85,000	85,000
Other State (Lottery, MBG, SB740 CSFGP)	405,677	406,677	406,677
Local (bus, fund raising, donations, after school)	65,000	70,000	70,000
Total Revenue	<u>\$ 3,360,292</u>	<u>\$ 3,427,981</u>	<u>\$ 3,491,978</u>
B. Expenditures:			
1000-1999 Certificated Personnel Salaries	\$1,194,146	\$1,218,096	\$1,240,246
1100 Teachers (all)	968,196	988,196	1,008,196
1100 3 P.D. days, 20 teachers @ \$160/day + 50 hours@\$20/hr	10,370	10,600	10,600
1100.01 Substitutes	19,200	19,200	19,200
1100.02 LT Subs at \$199/day	-	-	-
1100.03 Substitutes for PD	2,880	3,000	3,000
1100 Teacher-in-Charge Stipend	2,000	2,500	2,500
1100 Hard-to-Fill Position (Math+Science) Stipends	2,000	3,000	3,000
1300 Asst Principal @ 210 days/yr	70,000	72,100	74,250
1300 Principal @ 210 days/yr	119,500	119,500	119,500
2000-2999 Classified Personnel Salaries	\$572,817	\$572,817	\$582,585
2100 Instructional Aides/EL, hourly (rates/hours vary, 180 days)	133,367	133,367	136,034
2200 Non-Certificated Support (drivers, food srvc, tech)	263,406	263,406	268,674
2400 School Office/Clerical (all)	91,640	91,640	93,473
2900 Other Classified (RM, After School)	84,404	84,404	84,404
3000-3999 Employee Benefits	\$312,590	\$326,668	\$338,605
3300 OASDI and Medicare	135,264	140,587	143,092
3400 Health & Welfare	136,427	144,612	153,289
3500 State Unemployment	18,656	18,656	18,656
3600 Worker's Compensation	22,243	22,813	23,568
4000-4999 Books and Supplies	\$214,600	\$217,600	\$220,400
4100 Textbooks	60,000	60,000	60,000
4200 Other Books/Library	2,600	2,600	2,600
4300 Materials and Supplies (incl. after school)	55,000	55,000	55,000
4300 Transportation - Fuel	50,000	52,000	54,000
4400 Non-capitalized Furn/Equip (>\$500, <\$5,000)	4,000	5,000	5,000
4700 Food	40,000	40,000	40,800

Sacramento Valley Charter School

Fiscal Year Budget Cycle	Draft Budget	MYP	MYP
	2021-22	2022-23	2023-24
5630 Copier Leases	10,000	10,000	10,000
5600 Transportation - Bus/Van Maint	35,000	40,000	45,000
5625 Van Rental for Student Transportation	-	-	-
5625 Contracted Student Transportation (Three Drivers)	29,500	30,090	30,692
5640 Food Service Shopping & Delivery	5,000	5,000	5,000
5800 District Admin Oversight (1% State Aid)	28,046	28,663	29,303
5800 Nursing Services (screenings) est.	1,500	1,575	1,654
5800 Accounting Services	33,000	33,000	33,000
5820 Audit Services	11,576	12,025	12,025
5800 Fieldtrips	7,500	9,500	9,500
5810 Special Education Contract Services	100,000	100,000	100,000
5830 Legal Services	10,000	10,000	10,000
5800 Marketing/Recruiting	10,000	10,000	10,000
5800 Technology Upgrade	10,000	10,000	10,000
5800 Technology Support	20,000	20,000	15,000
5800 Other Contracted Srvc (ADP, banking, tech, licenses, driver train	40,000	40,000	40,800
5800 Professional Development	24,775	24,775	24,775
5900 Postage and Communications	12,000	12,000	12,000
6000-6999 Capital Outlay	\$116,163	\$93,926	\$91,694
6400 Furniture and Equipment (>\$5,000)	-	-	-
6500 FF&E Replacement (>\$5,000)	-	-	-
6900 Depreciation Expense (non-cash)	116,163	93,926	91,694
Total Expenditures	\$3,204,323	\$3,241,188	\$3,299,388
 Net Annual Operations	 \$155,969	 \$186,793	 \$192,590
 7000-7999 Other Outgo/Other Financing Uses			
7141 Special Ed. Pro-Rata Share of Unfunded Costs	\$ -	\$ -	\$ -
7438 Debt Service (bus loan interest 1 bus)	5,108	2,965	735
7438 Debt Service (bus loan interest 3 buses)	11,771	10,052	4,855
Other (Sources)/Uses	-	-	-
Total Other Outgo	\$ 16,879	\$13,017	\$5,590
 Net Increase (decrease):	 139,090	 173,776	 187,000
 Beginning Balance	 1,279,002	 1,418,092	 1,591,868
Ending Balance	\$ 1,418,092	\$ 1,591,868	\$ 1,778,868

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 916.596.6423

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 and school staff as additional time provided outside of the usual school day. More specifically a 2 or 3 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.

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	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	18,177.00	
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	
Total Funds to implement the Strategies	181,773.00	

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

Because SVCS serves 239 unduplicated pupils out of 284 enrolled, the demand for services will 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.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- 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 purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Implementation of the Sex Equity in Education Act

The following information from state and federal statute was gathered to assist in understanding how the amendments in SB 1375 expand upon the requirements of Title IX. This is not an exhaustive examination and, therefore, should not be used as a substitute for careful reading of the regulations themselves.

Sex Equity in Education Act

California Education Code, 221.61

- (a) On or before July 1, 2017, public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of education, and charter schools shall post in a prominent and conspicuous location on their Internet Web sites all of the following:
- (1) The name and contact information of the Title IX coordinator for that public school, private school, school district, county office of education, or charter school, which shall include the Title IX coordinator's phone number and email address.
 - (2) The rights of a pupil and the public and the responsibilities of the public school, private school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, Internet Web links to information about those rights and responsibilities located on the Internet Web sites of the department's Office for Equal Opportunity and the United States Department of Education Office of Civil Rights, and the list of rights specified in Section 221.8.
 - (3) A description of how to file a complaint under Title IX, which shall include all of the following:
 - (A) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
 - (B) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, Internet Web links to this information on the United States Department of

- (b) On or before April 1, 2017, and annually thereafter, the Superintendent shall send a letter through electronic means to all public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of education, and charter schools informing them of the requirement specified in subdivision (a) and of their responsibilities under Title IX.
- (c) A public school that does not maintain an Internet Web site may comply with subdivision (a) by posting the information specified in paragraphs (1) to (3), inclusive, of subdivision (a) on the Internet Web site of its school district or county office of education.
- (d) Nothing in this section shall be construed to require a school or local educational agency to establish an Internet Web site if the school or local educational agency does not already maintain one.

Title IX Requirements

34 CFR [Code of Federal Regulations] 106.8

- (a) *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.
- (b) *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

34 CFR 106.9

- (a) *Notification of policy.*
 - (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does

unless Subpart C does not apply to the recipient, and that inquiries concerning the application of Title IX and this part to such recipient may be referred to the employee designated pursuant to Sec. 106.8, or to the Assistant Secretary.

(2) Each recipient shall make the initial notification required by paragraph (a)(1) of this section within 90 days of the effective date of this part or of the date this part first applies to such recipient, whichever comes later, which notification shall include publication in:

(i) Local newspapers;

(ii) Newspapers and magazines operated by such recipient or by student, alumnae, or alumni groups for or in connection with such recipient; and

(iii) Memoranda or other written communications distributed to every student and employee of such recipient.

(b) *Publications.*

(1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type, described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.

(2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.

(c) *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.