

Local Performance Indicator Quick Guide

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/famo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the

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recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in

the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

SVCS organizes an annual Meet and Greet; we welcome all parents and guardians before the beginning of each school year. There are also two minimum days for meeting parents of underperforming students in the beginning of the school year. The parents of those students are requested to attend parent teacher conferences for reviewing individual intervention plans. We have monthly award ceremonies, site-council meetings, PTO Meetings, and School events such as STEAM Night, Multicultural Night, Various Sporting Events including Staff/Parents Vs. Students Basketball Game.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

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Providing professional resources to educate, train, and motivate parents so that they can monitor their kids' learning while providing a safe learning environment for their children at home. Teachers regularly update parents about their students' academic successes and needs. The effort is to reach consensus for increased service in areas of Counseling and Mental Health support.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We identify such families who are in need of extra support and we provide transportation and other amenities such as uniform and school supplies, free of any cost. These facilities are available to those parents who submit a request in writing for help due to economic hardship.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Parents have free access to school administrative staff to discuss individualized learning plans and their kids' achievement levels. Meetings with the students' teacher and principal are held in order to improve student outcomes based on their needs.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Increasing fulltime liaison work for addressing chronic absenteeism, mental health, and homelessness.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

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SVCS conducts home visits to reduce chronic absenteeism and advise on providing a safe learning environment and keeping English Learner Students free from any toxic domestic environment.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe

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the LEA's current strengths and progress in Seeking Input for Decision-Making.

Sacramento Valley Charter School administration provides teachers and staff guidance in making informed decisions, with the support of continuous staff development and discussions. Parents are encouraged to partner with the school staff during various meetings and class visits. Partnership occurs with an aim to increase achievement levels, strengthen a safe learning environment, and reduce chronic absenteeism.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Increasing participation of all stakeholders in the implementation of school policies. We will conduct frequent surveys and develop an action plan on the basis of the feedback.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Home visits and arranging professional help for the parents and families for making appropriate decisions for their children. Teachers will be encouraged to hold meetings with parents in order to ensure all academic and transportation needs are being met.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We utilize many surveys at SVCS to gauge stakeholder feedback relevant to school conditions and climate. Amongst the key learnings from the "Parent Survey" that we conducted, with over 50 responses, we found the following:

1. Students are achieving at SVCS (good state test scores, college, and career readiness, improving English for language learners) at a **100%** approval rate.
2. SVCS staff informs parents of a scholar's progress at a **95.2%** approval rate.
3. SVCS encourages parents to become involved and participate in school activities at a **95.2%** approval rate.

4. SVCS maintains a positive school climate (student sense of safety and school connection), and parents agree with a **100%** approval rate.

5. SVCS continues to implement Common Core state standards with parent input, curriculum teams, budget considerations, and staff professional development with parent approval of over **90.5%**.

6. SVCS has qualified staff, necessary materials, and sufficient technology for student learning, with parent approval of over **90.5%**.

7. SVCS gives students access to core subjects that prepare them for high school (i.e., English, Math, Social Science, Science & World Language-Punjabi with parent approval of **90.5%**).

8. Overall satisfaction with the SVCS educational experience for my child, with parental approval at **100%**.

The Sacramento Valley Charter School has implemented several revisions and decisions in response to the results for continuous improvement. These actions were taken to improve the educational experience for students and ensure that they receive the best possible education. One of the major decisions was to increase the amount of individualized attention each student receives. This was achieved by hiring additional teachers and support staff and by implementing new teaching methods and technologies that allow for more personalized learning experiences. Another key revision was the introduction of new curriculum materials and resources designed to better meet the needs of students at all levels of learning. This includes materials specifically tailored to individual student's interests and learning styles and resources designed to help teachers better identify and address areas where students may struggle. Overall, the results of these actions have been very positive. Students are more engaged and motivated, and there has been a noticeable improvement in academic performance. Additionally, parents and teachers alike have expressed satisfaction with the changes that have been made and the positive impact that they have had on the school community as a whole.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Some tools we are using to monitor student enrollment in a broad course of study include the use of the data keeping application, Schoolwise, ThinkCentral, Flocabulary, Exact Path Edmentum, and monitoring services for unduplicated student groups, and individuals with exceptional needs. Regular classroom visits, one on one meetings with class teachers, assessment data and intervention plans.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

One hundred percent of our students are enrolled in a broad course of study. The progress is measured monthly and in several other ways to ensure that every student has access to these courses.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Chronic absenteeism, less than expected partnership with parents, and students impacted by social and emotional problems.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Increasing liaison work to educate and encourage families to send their children to school and provide a safe learning environment, free of any abuse or domestic violence. This will reduce our ongoing problem with chronic absenteeism and improve problems such as bullying, lack of focus, and self-esteem.

**Coordination of Services for Expelled Students – COE Only
(LCFF Priority 9)**

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	N/A	N/A	N/A	N/A	N/A
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	N/A	N/A	N/A	N/A	N/A
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	N/A	N/A	N/A	N/A	N/A
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	N/A	N/A	N/A	N/A	N/A

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	N/A	N/A	N/A	N/A	N/A
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	N/A	N/A	N/A	N/A	N/A

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program

components for foster youth in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

SVCS 2024-25 DRAFT LCAP SUMMARY

The LCAP is a three-year document with 2024-25 being the first of three years.

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 including UTK and Special Ed.

Action 4: Provide intervention and assistance in classrooms, small groups, and individually to unduplicated and special education populations to meet grade-level expectations.

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

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

Action 1: Continue lesson plans that ensures 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.

Action 2: Continue music/fine arts integration onto the classrooms and school wide. Schedule performances at the school and/or as fieldtrips. Enhances the elective and extra-curricular dance program.

Action 3: Enhance students' experience learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.

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

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

Action3: 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: Offer After School and Summer Boost programs using available funding sources.

Goal 4: SVCS will continue to properly maintain and improve its facilities, transportation, and food service to enhance student safety, school connectedness and opportunities for well-being.

Action 1: The campus facilities will be repaired, maintained, and improved as budgetary resources allow. Emphasis is placed on safety-related items.

Action 2: SVCS will provide safe, reliable, and efficient home-to-school bus and van transportation.

Action 3: Students will be served fresh, wholesome, and nutritious meals prepared daily to help optimize learning conditions at no cost. Meals and/or snacks, as applicable, will be provided during summer and after-school programs using allowed funding sources. SVCS hopes to operate State and Federal meal programs beginning in 2023-24.

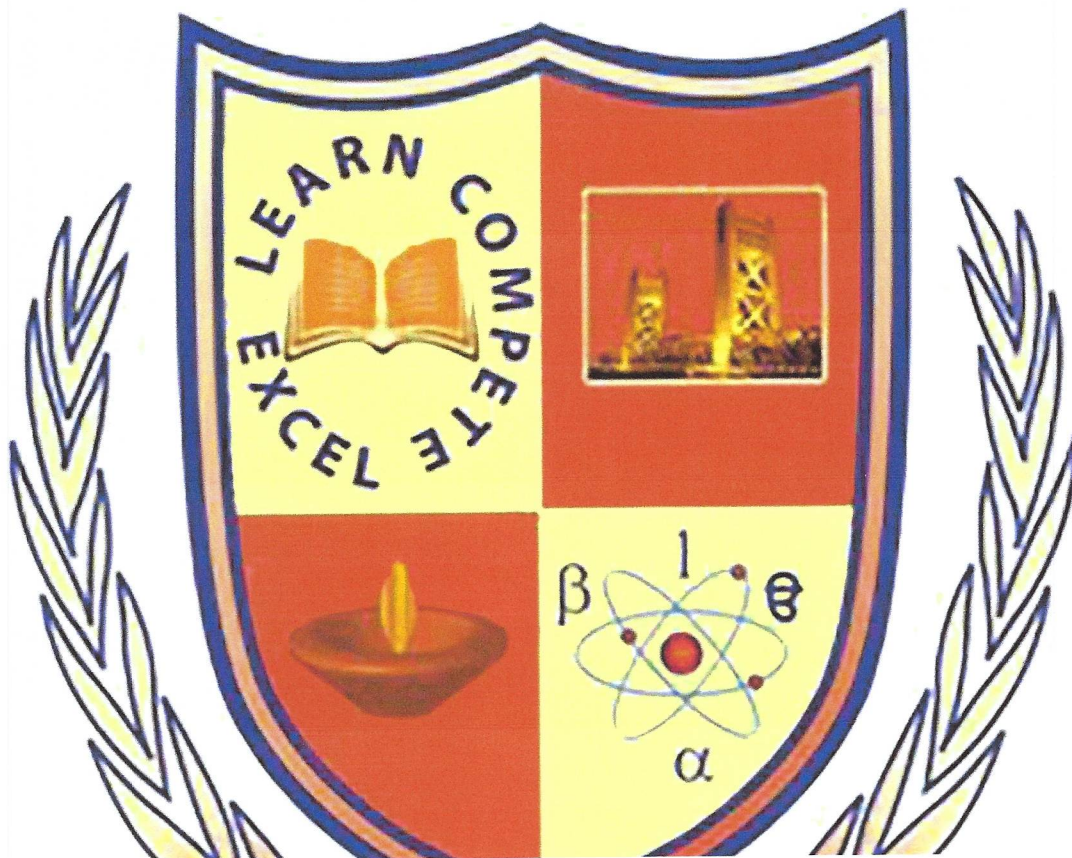
Action 4: SVCS staff will receive training on student social-emotional learning, internet safety, suicide prevention, and anti-bullying.

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.

NEW/ADDITIONAL/CHANGES BRAINSTORMING:

- 1) Mental Health Support – Added counseling services in 2023-24.
- 2) English Learners – part-time teacher, full time aides and curriculum
- 3) Parent Involvement – more formalized structure/plan/timeline to have more opportunities to help guide parent support of their scholars (goals, roles, responsibilities, resources, etc.)
- 4) Purchase additional textbook/materials licenses for additionally enrolled students.
- 5) Add a Science Lab Assistant to be sure Science Lab is used with the equipment, manipulatives, and course outlines through Saavas Science Curriculum.
- 6) Resume trips to the library
- 7) Add after school sports to SWEAT agreement and ensure compliance through CharterSAFE for program operations (concussion training and plan and AED).



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard for the year 2022-2023 indicates an improvement in achievement levels for the ELs, socially and economically disadvantaged, special education, and students with mental health needs. During the pandemic, students' achievement levels had dropped in the subject of ELA, Math and Science. But as the post-pandemic measures were implemented and in-person learning was introduced, SVCS registered a great improvement higher than the CA state data and many local districts. It is a result of increasing all students' access to a standard-based curriculum, fully credentialed teachers, parent engagement, and creating safe and compassionate learning environment. Reflecting on the dashboard data, the school administration has taken significant steps to address chronic absenteeism and reduce suspension rate. Sacramento Valley Charter School administration provides teachers and staff guidance in making informed decisions, with the support of continuous staff development and discussions. Parents are encouraged to partner with the school staff during various meetings and class visits. Partnership occurs with an aim to increase achievement levels, strengthen a safe learning environment, and reduce chronic absenteeism.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

SVCS prioritizes maintaining close communications and relationships with all stakeholders. Parent Newsletters are sent every month in which we encourage parents to give their feedback. Priority messages are sent through our Schoolwise notification system to send urgent information and to request/receive instant feedback. SVCS intermittently gathers community feedback through Surveys sent to parents that centered around the eight state priorities. SVCS sent surveys home and a great number of parents/ families responded to the surveys. SVCS holds periodic joint School Site Council/English Learner Advisory Committee (ELAC) meetings to update these constituent groups about curriculum, staff, school and fiscal matters. The PTO meets periodically to assist with school activities as well as receive updates about curriculum, staff, school and fiscal matters. SVCS scholars are involved through reading contests, participation in talent shows and multicultural events. Teachers give their feedback through monthly staff meetings and surveys. SVCS updates WUSD about our programs and policies during an annual presentation to its Board. In addition, SVCS meets with the different WUSD departments and shares enrollment/attendance/financial reports and board meeting agendas at the requested intervals. Student Council is involved to conduct morning assembly flag salute, fundraising events, and student council-led carnival at the end of the school year.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To assess the mastery of the state academic standards, an array of assessments (interim and summative) are administered during the school year and at the end of each school year. The achievement is measured by administering the State standardized tests like CAASPP, CAST, ELPAC, and PFT. This goal is set to provide equal access of curriculum to all students to monitor the mastery of standards. This is done so that SVCS scholars become high school and college ready in order to compete and thrive in a global society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	All teachers, administrators and classroom support staff participate in Professional Development (PD) Confirm attendance at Professional Development (PD) Baseline	2023-24 Achieved				

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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire and properly assign credentialed teachers.	SVCS verifies credentials and renewals with CTC. In case of hard to fill positions, SVCS will hire prospective teachers and recommend for admission in credential programs at National University and Alliant University for which there is a signed MOU between SVCS and these Universities.	\$1,922,846.00	Yes
1.2	Professional development for CCSS and NGSS standards-aligned curriculum, differentiated	Two full days of PD is offered before the start of the school year. During the school year, six minimum days are marked for professional development on different topics to support teachers. In addition, teachers are sent to attend trainings and professional learning programs outside of school agencies. Sign in sheets, online course records and/or payroll records support individual attendance/completion of PD.	\$48,706.00	Yes

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	instruction, use of technology, social-emotional support for reducing (cyber bullying, bullying, suicide prevention, mental health) and UTK will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (number of participants varies annually).			
1.3	Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials including UTK and Special Education.	CCSS Social Studies curriculum was purchased with an 8-year license including consumables. Edmentum and other digital instructional materials continued for CCSS-aligned on-line curriculum in addition to text books. Licenses for Renaissance reading program, BrainPOP, Nearpod, Flocabulary, Reading Eggs, and ESL Library are maintained. Science practice test books were purchased for 5th and 8th grade. TK and robotics curriculum have been purchased. Punjabi and science lab curriculum will be developed or purchased.	\$161,840.00	No
1.4	Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations and enhance English learner	Intervention and assistance is provided in classrooms, small groups and individually as planned. In addition, the Reading Eggs, Barton Program, and other EL program licenses have been purchased and are being renewed annually.	\$715,685.00	Yes

	reclassification rates. Instructional aides in most classrooms or shared between to classes. Provide ELA and Math coaching to teachers for increased co-curricular effectiveness.			
1.5	Maintain, repair, replace and improve existing technology in the classrooms. Add Chromebooks and related technology to meet enrollment growth.	SVCS replaces expired devices. SVCS continues providing Wi-Fi hotspots or Wi-Fi-enabled Chromebooks to students who are economically disadvantaged upon parent/guardian request. Chromebooks are loaned to students who can't afford a computer at home so they can fully participate in the curriculum. The tech dept maintains a Chromebook inventory and expiring devices are scheduled for replacement.	\$38,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has been set in order to provide opportunities to SVCS scholars to harmoniously develop physically, emotionally, and personally. CDE requires PE throughout the school year; we adhere to the requirements for 200 minutes of physical education every 10 school days. We have been experiencing extreme shortage of PE teachers and the situation has not improved despite our best efforts, in view of this we continue to hire outside agencies to provide a well structured PE program that is fully aligned with common core standards. The SWEAT program has served physical education needs to meet our expectations and standards. We are actively trying to recruit an Art Instructor for an Art Program that all our students can participate in. The art program engages students in multiple ways, develops their artistic skills, exposes them to art history and different art mediums. The world language program is fully aligned with common core standards and NGSS standards that provides even more of an advantage to SVCS scholars, enriching their skills in ELA, Grammar, Math, Science, and World Cultures. Our World Language program is a centerpiece of the school and our stakeholders take pride in this program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student scores on 5th and 7th grade CA Physical Fitness Test. 75% or better in Health	CA fitness testing was cancelled for 2019-20 and 2020-21. The Baseline will begin				

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	and Fitness Zone for all 6 fitness areas.	with 2021-22.				
2.2	Frequency of offerings and level of participation in VAPA - increase opportunities for student participation each year.	The Baseline will begin with 2021-22.				
2.3	Expand Punjabi curriculum and instructional materials.	The Baseline will begin with 2021-22.				

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	Continue lesson plans that ensure 200 minutes of PE every 10 days. Contract with the SWEAT PE program for fitness assistance. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing. Continue the effort to hire a Middle School PE Teacher.	SVCS expects to continue contracting with SWEAT Team for fitness program assistance and hire a PE Teacher for middle school. After school sports programs have been added for engagement, participation and competition.	\$86,500.00	No
2.2	Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.	A part-time dance instructor was added for an elective and after school dance options. We've hired an instructional assistant who has a background in Fine Art who can help to integrate art into other subject areas. Additionally, in multiple subjects teachers are encouraged to integrate art and music in their lesson plans. A 1.0 FTE Art Teacher position will be advertised for 2024-25.	\$10,000.00	No
2.3	Enhance students' experience of learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.	Students receive Punjabi language instruction three to five days per week for forty minutes in each class. However, in the absence of common core aligned curriculum, teachers have been creating co-curricular instructional materials to encourage math, grammar, and vocabulary. With the addition of more students, the Punjabi teacher workload has increased and more curriculum is needed. SVCS is investigating options for external contracting to develop curriculum that meets the State's standards.	\$76,840.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Education Code 51210 describes the subject areas TK-6 which SVCS adopted over and above the minimum required subjects. The subject World Language Punjabi is required for all students TK-8 and has been offered since the beginning of the school in 2011. It distinguishes the school and validates the research that the offering of at least one foreign language from kindergarten is beneficial in developing students intellectually, and emotionally, and in creating new neural pathways. STEAM provides opportunities to students to use their interdisciplinary knowledge in order to strengthen their skills in other subject areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	All courses will provide rigor in curriculum and assignments - 50% or more will achieve a 3.0 GPA or higher.	In 2020-2021 29% of student were considered high achieving based on a 3.0 GPA or better.				

3.2	At least 80% of students will demonstrate at least one year of growth on ELA and Math CCSS.	79-80% of students met the standards for ELA and Math in 2020-2021.				
3.3	We will provide a summer school boost program to meet the learning loss and social/emotional needs of students. This program will cover all subject areas and provide free breakfast and lunch and free transportation to those who request it.	June/July 2021 Summer Boost program				

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue PD training for the CCSS aligned Curriculum with a focus on STEAM, CCSS/NGSS, Writers' Workshop, Teacher-led professional-led trainings, and vertical teacher collaboration articulation.	For all adopted curriculum, professional development continues to be provided for new and experienced teachers. To make curriculum effective, teachers collaboration and participation in programs outside of school will be made available.		No
3.2	Continue student support structures and counseling during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance and behavior.	SVCS continues to provide SEL through the program with CSU, Sacramento. A full-time counselor was hired in 2022-23 and supports students' with behavioral and mental health needs. To extend more support in the SEL areas, a fully-credentialed in clinical psychology provides support by NPA contract, counselor, and vice principal have been added to the team.	\$171,914.00	No
3.3	At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of the importance of their student(s) attendance on learning outcomes.	Parent involvement opportunities were held throughout the year including a Family STEAM Night, PTO meetings, Multicultural Fair and Open House. Beginning in 2022-23, SVCS added a stipend for a Parent/Family Liaison to interact with, follow up/follow through with parents/families. The position is proving valuable and was continued for 2023-24 and is planned for 2024-25. Parents' meaningful involvement in their children's education is planned with SVCS staff for the 2024-25 school year.	\$19,339.00	No

	Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study.			
3.4	University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a college degree.	Visit local junior college(s) as well as local public and private universities (such as CSUS, UCD, UOP).	\$3,000.00	No
3.5	Continue to hold ELAC meetings to gain input and feedback into the process of meeting students' needs.	Site Council/ELAC meetings will be held periodically throughout the school year. SVCS gathers important feedback to create and monitor the student-centered budget.		Yes
3.6	Continue to offer the afterschool and summer school programs for additional reading, writing, math, and homework support as well as co-curricular activities.	The Summer Boost program is offered with priority enrollment to the segment of students who demonstrate a loss of studies due to academic, domestic and social-emotional concerns. The effort is to address their learning needs in small groups and an interactive environment. In 2022-23, the after school program resumed in person to first serve students with learning loss and pandemic-related educational disruption and has expanded in 2023-24 to serve more students seeking academic support as well as participation in the after school sports teams.	\$184,708.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SVCS will continue to properly maintain and improve its facilities, transportation and food service to enhance student safety, school connectedness and opportunities for well being.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The safety of our students and staff is the foremost priority. To meet this goal the facility is regularly maintained to ensure proper hygienic conditions, proper ventilation, and necessary repairs. SVCS maintains five buses. Four of which are air conditioned and fully equipped with child safety mechanisms. As more than 80% of students use SVCS transportation, we make sure that the drivers are fully licensed and training/professional developments are trained on a regular basis. With greater than 80% socio-economically disadvantaged, in 2023-24, SVCS is implementing the NSLP and SBP for reimbursement of meals served to students and the addition of daily breakfast. Although SVCS has provided lunch at no cost to students since the school opened, the school will seek the available funding for breakfast and lunch through federal and State programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	We work with our landlord to address and enhance the facilities for the specific needs of the classroom teachers. The campus facilities are repaired, maintained and improved as budgetary resources allow. Emphasis is placed on safety-related items.	Facilities are maintained by a professional custodial service. Although the pandemic has been reclassified as endemic, SVCS has maintained the enhanced sanitizing services and during-the-day cleaning especially high-touch surfaces. For the 2023-24 school year, the TK classroom space and playground were added. As enrollment exceeds space, the ability to add classrooms at the current school campus or by adding a location is being explored.	\$71,000.00	No
4.2	Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. When possible,	Home-to-school transportation is available, for a nominal fee, to students who live outside of walking distances. However, homeless and economically disadvantaged families are exempted from the fee on a case by case basis.	\$559,231.00	No

	SVCS provides transportation for field trips.			
4.3	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches. Beginning in 2024-25, SVCS expects to have approval to operate the federal and State meal programs for reimbursable breakfast and lunch.	With federal, State and universal meals funding, SVCS re-started the application process for meals in 2023-24. As of April 2024, SVCS contracted with Vertex Education to complete the application and oversight for the program including the monthly reimbursement reporting. Since it will be April or May before breakfast is served and the application approved, it will be 2024-25 before comprehensive, reimbursable meal program is in place. The funding will cover the majority of the costs the school had previously spent on its lunch program. The Cook-Manager position was added and staffing will need to be modified to accommodate breakfast and lunch.	\$375,916.00	Yes
4.4	Staff will receive training about student social-emotional learning, internet safety, suicide prevention, anti-bullying and mandatory training about reporting sexual harassment, and assistance available to homeless students.	Staff is continuously trained throughout the school year during PD days, minimum days, staff meetings, and weekly communications.		No
4.5	SVCS increases parent/guardian and staff awareness of and access to community resources (i.e. library, mental health, County/City, Authorizer, SELPA) via newsletters	Provided parents with notices about resources in monthly newsletter and through links on the SVCS website. And, the Parent/Family Liaison position.		No

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Hire and properly assign credentialed teachers. Need: With over 80% unduplicated, students need to be taught by fully-qualified teachers	All students benefits from fully-credentialed, properly assigned instruction	Credential and renewal monitoring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.2	Action: Professional development for CCSS and NGSS standards-aligned curriculum, differentiated instruction, use of technology, social-emotional support for reducing (cyber bullying, bullying, suicide prevention, mental health) and UTK will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (number of participants varies annually). Need: With over 80% unduplicated, staff need training on methods to help students overcome barriers/obstacles to achievement. Scope: LEA-wide Schoolwide	This broad approach reaches all teachers to benefits all students.	Decreasing frequency and/or severity of reported bullying, improved behavioral outcomes.
1.5	Action: Maintain, repair, replace and improve existing technology in the classrooms. Add Chromebooks and related technology to meet enrollment growth. Need: With over 80% unduplicated, nearly all students need this level of support Scope:	With over 80% unduplicated, nearly all students need this level of support	Number of Chromebooks compared to enrollment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.6	Action: Continue to offer the afterschool and summer school programs for additional reading, writing, math, and homework support as well as co-curricular activities. Need: Highest need students are given priority Scope: LEA-wide Schoolwide	There is a school-wide benefit when students with learning loss receive additional support	Pre and post assessments; teacher observations of student progress
4.3	Action: SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches. Beginning in 2024-25, SVCS expects to have approval to operate the federal and State meal programs for reimbursable breakfast and lunch. Need: With more than 80% socio-economically disadvantaged, serving breakfast and lunch will help students who are dealing with food insecurity. Scope: LEA-wide Schoolwide	All students have received a no-cost lunch since the school opened. SVCS is adding breakfast and will participate in federal and State meal programs to receive funding.	Students ability to focus by starting the day with a nutritious breakfast.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$3,006,592.00	\$1,041,100.00	\$117,054.00	\$412,021.00	\$4,576,767.00	\$3,520,561.00	\$1,056,206.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP																
1	1.1	Hire and properly assign credentialed teachers.	English Foster Low	Leamers Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income	All Schools	On-going	\$1,922,846.00	\$0.00	\$1,751,885.00	\$141,466.00		\$29,495.00	\$1,922,846.00
1	1.2	Professional development for CCSS and NGSS standards-aligned curriculum, differentiated instruction, use of technology, social-emotional support for reducing (cyber bullying, bullying, suicide prevention, mental health) and UTK will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (number of participants varies annually).	English Foster Low	Leamers Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income	All Schools	On-going	\$20,706.00	\$28,000.00	\$30,706.00	\$6,000.00		\$12,000.00	\$48,706.00
1	1.3	Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials including UTK and Special Education.	All Students Disabilities	with	No				On-going	\$0.00	\$161,840.00	\$5,000.00	\$146,840.00		\$10,000.00	\$161,840.00
1	1.4	Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet	English Foster Low	Leamers Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	\$715,685.00	\$0.00	\$475,370.00	\$149,128.00		\$91,187.00	\$715,685.00
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2024-25 Local Control and Accountability Plan for Sacramento Valley Charter School

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		grade-level expectations and enhance English learner reclassification rates. Instructional aides in most classrooms or shared between to classes. Provide ELA and Math coaching to teachers for increased co-curricular effectiveness.			s)										
1	1.5	Maintain, repair, replace and improve existing technology in the classrooms. Add Chromebooks and related technology to meet enrollment growth.	English Foster Low	Leamers Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$38,000.00	\$38,000.00			\$38,000.00
2	2.1	Continue lesson plans that ensure 200 minutes of PE every 10 days. Contract with the SWEAT PE program for fitness assistance. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing. Continue the effort to hire a Middle School PE Teacher.	All		No					\$0.00	\$86,500.00	\$66,500.00	\$20,000.00		\$86,500.00
2	2.2	Continue the music/ fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.	All		No			On-going	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00
2	2.3	Enhance students' experience of learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.	All		No			Focus on Curriculum Development in 2024-25 and 2025-26 then maintain and update in future years	\$0.00	\$76,840.00		\$76,840.00			\$76,840.00
3	3.1	Continue PD training for the CCSS aligned Curriculum with a focus on STEAM, CCSS/NGSS, Writers' Workshop, Teacher-led professional-led trainings, and vertical	All		No			On-going							

2024-25 Local Control and Accountability Plan for Sacramento Valley Charter School

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		teacher collaboration articulation.													
3	3.2	Continue student support structures and counseling during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance and behavior.	All	No				On-going	\$111,914.00	\$60,000.00		\$171,914.00			\$171,914.00
3	3.3	At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of the importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study.	All	No				On-going	\$14,339.00	\$5,000.00				\$19,339.00	\$19,339.00
3	3.4	University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a college degree.	All	No				On-going	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
3	3.5	Continue to hold ELAC meetings to gain input and feedback into the process of meeting students' needs.	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going						
3	3.6	Continue to offer the afterschool and summer school programs for additional reading, writing, math, and homework support as well as co-curricular activities.	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	\$119,708.00	\$65,000.00	\$184,708.00			\$184,708.00
4	4.1	We work with our landlord to address and enhance the facilities for the specific needs of the classroom teachers. The campus facilities are	All	No				On-going	\$0.00	\$71,000.00	\$61,796.00	\$9,204.00			\$71,000.00

2024-25 Local Control and Accountability Plan for Sacramento Valley Charter School

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		repaired, maintained and improved as budgetary resources allow. Emphasis is placed on safety-related items.													
4	4.2	Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. When possible, SVCS provides transportation for field trips.	All	No				On-going	\$319,805.00	\$239,426.00	\$443,093.00		\$116,138.00		\$559,231.00
4	4.3	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches. Beginning in 2024-25, SVCS expects to have approval to operate the federal and State meal programs for reimbursable breakfast and lunch.	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	\$164,316.00	\$211,600.00	\$125,000.00	\$916.00	\$250,000.00	\$375,916.00
4	4.4	Staff will receive training about student social-emotional learning, internet safety, suicide prevention, anti-bullying and mandatory training about reporting sexual harassment, and assistance available to homeless students.	All	No											
4	4.5	SVCS increases parent/guardian and staff awareness of and access to community resources (i.e. library, mental health, County/City, Authorizer, SELPA) via newsletters and/or website content and links.	All	No				On-going							
4	4.6	Recess Monitors actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times to increase safety and identify/report potential issues/threats.	All	No					\$131,242.00	\$0.00	\$131,242.00				\$131,242.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
			0.000%		\$2,295,961.00	10.000%	10.000 %	Total:	\$2,295,961.00
								LEA-wide Total:	\$1,820,591.00
								Limited Total:	\$475,370.00
								Schoolwide Total:	\$1,820,591.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Hire and properly assign credentialed teachers.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,751,885.00	
1	1.2	Professional development for CCSS and NGSS standards-aligned curriculum, differentiated instruction, use of technology, social-emotional support for reducing (cyber bullying, bullying, suicide prevention, mental health) and UTK will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (number of	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,706.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	participants varies annually). Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations and enhance English learner reclassification rates. Instructional aides in most classrooms or shared between to classes. Provide ELA and Math coaching to teachers for increased co-curricular effectiveness.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$475,370.00	
1	1.5	Maintain, repair, replace and improve existing technology in the classrooms. Add Chromebooks and related technology to meet enrollment growth.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	
3	3.5	Continue to hold ELAC meetings to gain input and feedback into the process of meeting students' needs.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		10
3	3.6	Continue to offer the afterschool and summer school programs for additional reading, writing, math, and homework support as well as co-curricular activities.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	4.3	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches. Beginning in 2024-25, SVCS expects to have approval to operate the federal and State meal	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		programs for reimbursable breakfast and lunch.						

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$4,432,624.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Hire and properly assign credentialed teachers.	Yes	\$1,797,400.00	
1	1.2	Professional development for CCSS-aligned and NGSS standards aligned curriculum, differentiated instruction, use of technology, social-emotional support for reducing (cyber bullying, bullying, suicide prevention, mental health) and UTK will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (number of participants varies annually).	Yes	\$69,475.00	
1	1.3	Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials, including UTK and Special Education.	No	\$66,500.00	
1	1.4	Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations and enhance English learner reclassification rates. Provide ELA coaching to teachers	Yes	\$540,521.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		for increased co-curricular effectiveness.			
1	1.5	Maintain, repair, replace and improve existing technology in the classrooms. Increase the number of Chromebooks and related technology as enrollment increases.	No	\$110,727.00	
2	2.1	Continue lesson plans that ensure 200 minutes of PE every 10 days. Contract with the SWEAT PE program for fitness assistance. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing. And hire a Middle School PE Teacher.	No	\$170,000.00	
2	2.2	Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.	No	\$54,000.00	
2	2.3	Enhance students' experience of learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.	No	\$8,000.00	
3	3.1	Continue PD training for the CCSS aligned Curriculum with a focus on STEAM, CCSS/NGSS, Writers' Workshop, Teacher-led professional-led trainings, and vertical teacher collaboration articulation.	No		
3	3.2	Continue student support structures and counseling during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance and behavior.	Yes	\$87,700.00	
3	3.3	At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of	Yes	\$6,795.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		the importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study.			
3	3.4	University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a college degree.	Yes	\$5,000.00	
3	3.5	Continue to hold ELAC meetings to gain input and feedback.	Yes	\$500.00	
3	3.6	Offer afterschool and summer school programs for additional reading, writing, math, and homework support as well as co-curricular activities.	Yes	\$133,000.00	
4	4.1	We work with our landlord to address and enhance the facilities for the specific needs of the classroom teachers. The campus facilities will be repaired, maintained and improved as budgetary resources allow. Emphasis will be placed on safety-related items.	No	\$511,400.00	
4	4.2	Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. When possible, SVCS provides transportation for field trips.	No	\$567,806.00	
4	4.3	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches. Beginning in 2022-23, SVCS expects to apply for and receive Federal and State meal funding for breakfast and lunch.	Yes	\$216,000.00	
4	4.4	Staff will receive training about student social-emotional learning,	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		internet safety, suicide prevention, anti-bullying and mandatory training about reporting sexual harassment, and assistance available to homeless students.			
4	4.5	SVCS will increase parent/guardian and staff awareness of and access to community resources (i.e. library, mental health, County/City, Authorizer, SELPA) via newsletters and/or website content and links.	No		
4	4.6	Recess Monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times to increase safety and identify/report potentials issues/threats.	No	\$87,800.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$2,068,887.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Hire and properly assign credentialed teachers.	Yes	\$1,719,748.00			
1	1.2	Professional development for CCSS-aligned and NGSS standards aligned curriculum, differentiated instruction, use of technology, social-emotional support for reducing (cyber bullying, bullying, suicide prevention, mental health) and UTK will assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA (number of participants varies annually).	Yes	\$36,475.00			
1	1.4	Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations and enhance English learner reclassification rates. Provide ELA coaching to teachers for increased co-curricular effectiveness.	Yes	\$307,164.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Continue student support structures and counseling during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance and behavior.	Yes				
3	3.3	At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of the importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study.	Yes	\$500.00			
3	3.4	University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a college degree.	Yes	\$5,000.00			
3	3.5	Continue to hold ELAC meetings to gain input and feedback.	Yes				
3	3.6	Offer afterschool and summer school programs for additional reading, writing, math, and homework support as well as co-curricular activities.	Yes				
4	4.3	SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches. Beginning in 2022-23, SVCS expects to apply for and receive Federal and State	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		meal funding for breakfast and lunch.					
4	4.4	Staff will receive training about student social-emotional learning, internet safety, suicide prevention, anti-bullying and mandatory training about reporting sexual harassment, and assistance available to homeless students.	Yes				

Pages 41-69 are instructions and are not printed and were not shared with the Board.

Sacramento Valley Charter School
2024-25 Budget Development Narrative
May 8, 2024

The following narrative is provided to highlight and explain significant changes since the 2023-24 Second Interim Report. Items already approved by the Board (i.e., teacher compensation) are included as well as staff recommendations for Board consideration (i.e., certain classified pay rates).

The Governor's May Revise will be released soon with the impact on schools being provided at a CCSA webinar on Friday, May 19th. At this point the State of California has a record-high budget deficit (likely greater than \$68 billion). The State is expected to use past options including using rainy day funds, implement spending reductions, deferrals and deficits. We expect CCSA and other advisory organizations to advise schools to wait to incorporate the changes until the State adopts its budget and then we will have the 45-Day Revise to reflect material changes.

Revenue:

LCFF: Net increase \$15,665

The main reasons for the net increase in LCFF revenue are:

- 1) an increase in enrollment for another TK class plus efforts to improve attendance rates.
- 2) State COLA is estimated at .76% (down from 8.22% for 2023-24).
- 3) The unspent portion of 2021-22 and 2022-23 ELOP program funds of approximately \$300,000 will be returned to the State.

Federal Revenue: Net increase \$31,505

Adds National School Lunch and Breakfast funding and reduces one-time COVID funding. At the 45-day revise or 1st Interim, we may add over \$30,000 in Federal Special Education funding based on greater number of identified pupils and IEP services needed.

Other State Revenue: Net decrease of (\$462,732)

Reduces one-time funding sources and adds \$125,000 for meal programs.

Local Revenue: Net increase of \$3,900

In 2023-24, more families paid transportation fees and the level is expected to increase as enrollment increases to 390.

Expenses:

Certificated: Net increase of \$274,475. Increase of \$19,000 as returning staff received the \$1,000/year experience increase about \$180,000 for open position placeholders for a full-time TK teacher, Middle School PE teacher and Art/VAPA teacher. Other position and allocation changes for SpecEd. The VP and Math Coach positions reflect a full year. The Principal and VP positions include increases proportionate with the certificated increase so \$2,000 and \$1,500, respectively. The success and continued need for the Parent-Family Liaison with a recommendation that the \$5,000 stipend renews for one year.

Classified: Increase of **\$24,033** for one additional Food Service Worker and changes in pay rates between terminated staff and new hires. No classified pay rate changes are budgeted at this time.

Benefits: Increase of **\$40,533** for increased statutory benefits on rate increases and additional positions described in the two previous sections, an estimated 4% cost increase to H&W benefits.

Books and Supplies: Net increase of **\$15,000** is attributed to purchasing curriculum and consumables for TK, EL, Science lab, Robotics, VAPA and Punjabi. Food and afterschool snacks are likely to increase based on inflation and meal program implementation.

Services and Operating Expenses: Increase of **\$81,893** mostly for the contracted services with Vertex for program implementation and on-going food services reimbursement claims. The cost will be paid for from the NSLP/SBP funding after the applications are approved by the State Child Nutrition Dept. A full time PE teacher is being advertised as the SWEAT Team might not continue.

Capital Outlay and Other Outgo/Financing Uses: Net decrease of **(\$9,806)** as loans pay off and interest costs decrease along with decreased depreciation expense as more vehicles become fully depreciated.

Options for Board Consideration for Adoption:

- 1) Increase classified pay rates by \$1.00/hour for staff making \$17.00/hour; \$.75/hour for staff making \$18.00; \$.50/hour for staff making \$19.00/hour and \$.25/hour for all other positions. This raises the lowest paid positions the most. These proposed rate increases are estimated to cost \$38,000 a year.
- 2) Increase classified positions by \$.50 hour. This is close to the 1.67% raise for certificated with an increase of \$1,000 on a \$60,000 base salary.
- 3) Increase classified pay by the COLA of .76% which would be a \$.20/hour rate increase on a \$26/hour base pay.

Summary:

SVCS' solid financial position continues. With the likelihood of State cuts, deferrals, and deficits, SVCS will be very proactive in managing expenses and consider staffing reductions through attrition to avoid or minimize the potential for layoffs and hours reductions for existing staff in future years.

The multi-year projection correctly shows SVCS' planned "deficit spending" in 2024-25 as one-time funding is schedule to be spent down, carried forward or returned to the State.

SVCS will be able to meet its future obligations as well as maintain its reserves above the 5% level contained in the Operations MOU.

Sacramento Valley Charter School

Fiscal Year Budget Cycle

2nd Interim

Budget
Development
5/8/2024

3/20/2024

Difference

2023-24

2024-25

2024-25

Key Budget and Financial Variables

Enrollment	370	20	390
Estimated School P2 ADA	347	20	367
Unduplicated Count - EL/FRLE	300	0	300

A. Revenues:

State (using FCMAT LCFF Calculator)			
Base Grade Span (includes CiL, EPA)	\$ 3,670,035	\$ 224,859	\$ 3,894,894
TK Add-On	49,773	57,585	107,358
Supplemental and Concentration	940,152	33,221	973,373
PY Adj to Cil, EPA, State Aid, ELOP		(300,000)	(300,000)
Subtotal - State Revenue	\$ 4,659,960	\$ 15,665	\$ 4,675,625
Federal (ConApp Title I - IV, ESSER III, NSLP)	351,383	31,505	382,888
Other State (Lottery, MBG, SB740 CSFGP, Spec Ed, ELOP, Meals)	1,867,543	(462,732)	1,404,811
Local (bus/van, interest, fund raising, donations)	156,100	3,900	160,000
Total Revenue	\$ 7,034,986	\$ (411,662)	\$ 6,623,324

B. Expenditures:

1000-1999 Certificated Personnel Salaries

1100 Teachers (all)	\$ 1,849,889	\$ 274,475	\$ 2,124,364
1100 2 P.D. days, 22 teachers @ \$299/day + 80 hours@\$40/hr	1,352,769	271,406	1,624,175
1100.01 Substitutes (absence coverage)	16,356	-	16,356
1100.03 Substitutes for PD release time	32,890	-	32,890
1200 MS and Title IX Coordinator Stipend	8,000	-	8,000
1100 Hard-to-Fill (Math, Science, SpEd)	2,000	-	2,000
1100 Longevity Stipends Certificated	2,000	4,000	6,000
1200 Parent/Family Liaison Stipend (Title-funded, 1-yr extension)	6,476	3,667	10,143
1200 Speech Pathologist, Counselor	5,000	-	5,000
1200-1900 Cell Phone Stipends	93,672	20,028	113,700
1300 ELA Coach (2 days/wk)	682	-	682
1300 Math/Science Coach 30%	35,000	400	35,400
1300 Waived Ins (Other Coverage)	15,920	5,381	21,300
1300 Longevity	1,200	1,200	2,400
1300 Vice Principal @ 210 days/yr (80%/20% SpEd)	3,030	(630)	2,400
1300 Principal @ 210 days/yr w PhD	38,476	64,024	102,500
	139,419	2,000	141,419

2000-2999 Classified Personnel Salaries

	\$ 1,288,945	\$ 24,033	\$ 1,312,978
2100 Instructional Aides/EL, hourly (rates/hours vary, 185 days)	525,390	(27,666)	497,724
2200 Non-Certificated Support (drivers, food svc, tech coord)	371,497	52,897	424,394
2300 Classified Administration	67,000	-	67,000
2400 School Office/Clerical	136,149	(0)	136,149
2900 Other Classified (RM, After School)	165,070	-	165,070
2100-2900 Waived Ins (Other Coverage)	15,150	(3,300)	11,850
2100-2900 Cell Phone Stipends	4,330	-	4,330
2100-2900 Longevity Stipends Classified	4,359	2,102	6,461

3000-3999 Employee Benefits

	\$ 530,951	\$ 40,533	\$ 571,484
3300 OASDI and Medicare	240,121	22,836	262,957
3400 Health & Welfare	133,218	9,661	142,879
3500 State Unemployment	17,955	2,205	20,160
3600 Worker's Compensation	35,657	4,732	40,389
3900 401(k) Employer Contributions	104,000	1,100	105,100

Sacramento Valley Charter School

Fiscal Year Budget Cycle

4000-4999 Books and Supplies

	\$ 395,000	\$ 15,000	\$ 410,000
4100 Textbooks	70,000	-	70,000
4200 Other Books/Library	15,000	-	15,000
4300 Materials and Supplies	100,000	-	100,000
4300 Classroom Budgets (ESSER III)	6,000	(6,000)	-
4300 Transportation - Gasoline	65,000	-	65,000
4400 Non-capitalized Furn/Equip (>\$500, <\$5,000)	35,000	-	35,000
4700 Food	100,000	20,000	120,000
4700 After School Program Snacks	4,000	1,000	5,000
0000 50000 Services and Other			

5000-5999 Services and Other Operating Expenditures

	\$ 2,640,348	\$ 81,893	\$ 2,722,241
	3,000	-	3,000
	4,200	-	4,200
	60,901	3,099	64,000
	60,000	3,000	63,000
	30,000	-	30,000
	388,601	2,953	391,554
	5,000	-	5,000
	15,000	3,000	18,000
	6,000	-	6,000
	45,000	10,000	55,000
	46,600	157	46,756
	10,788	-	10,788
	3,600	400	4,000
	63,600	6,400	70,000
	15,000	2,988	17,988
	12,000	2,000	14,000
	-	-	-
	889,006	222,366	1,111,372
	345,144	(132,933)	212,211
	83,000	(43,655)	39,345
	135,000	(58,160)	76,840
	54,283	(31,822)	22,461
	20,000	10,000	30,000
	10,000	(2,500)	7,500
	20,000	-	20,000
	20,000	-	20,000
	219,625	81,600	301,225
	40,000	-	40,000
	35,000	3,000	38,000

6000-6999 Capital Outlay

\$	115,056	\$	(4,511)	\$	110,545
	9,328		2,182		11,510
	105,728		(6,693)		99,035

Total Expenditures

\$ 6,820,189	\$ 431,424	\$ 7,251,613
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Net Annual Operations

\$ 214,797	\$ (843,086)	\$ (628,289)
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7000-7999 Other Outgo/Other Financing (Sources)Uses

7438 Debt Service (bus loan interest 1 bus)	686	(686)	-
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Sacramento Valley Charter School

Fiscal Year Budget Cycle
7438 Debt Service (bus loan interest 3 buses)
Total Other Outgo

2nd Interim		Budget
3/20/2024	Difference	Development
2023-24	2024-25	5/8/2024
5,000	(4,609)	391
\$ 5,686	\$ (5,295)	\$ 391
Net increase (decrease):	\$ 209,111	\$ (837,791)
Beginning Balance	4,355,953	4,355,953
Ending Balance*	\$ 4,565,064	\$ 3,727,273

Cash
Bank balance at 06/30/2023:
Book balance at 6/30/2023:
Bank balance at 4/30/2024:
Est cash balance at 6/30/2024:

Sacramento Valley Charter School

Fiscal Year Budget Cycle

Key Budget and Financial Variables

	Budget Development 2024-25	MYP 2025-26	MYP 2026-27
Enrollment	390.00	390.00	390.00
Estimated School P2 ADA	367.00	367.00	367.00
Unduplicated Count - EL/FRLE	300.00	300.00	295.00

A. Revenues:

State (using FCMAT LCFF Calculator)			
Base Grade Span (includes CIL, EPA)	3,894,894	\$ 4,001,367	\$ 4,125,713
TK Add-On	107,358	110,289	113,719
Supplemental and Concentration	973,373	966,690	978,661
PY Adj to State Aid, ELOP, CIL, EPA	(300,000)	(300,000)	(300,000)
Subtotal - State Revenue	4,675,625	\$4,778,346	\$4,918,093
Federal (ConApp)	382,888	382,888	382,888
Other State (Lottery, MBG, SB740 CSFGP, Special Ed, Prop 28 Art & Music)	1,404,811	1,414,811	1,414,811
Local (bus, fund raising, donations, after school)	160,000	160,000	160,000
Total Revenue	\$ 6,623,324	\$ 6,736,045	\$ 6,875,792

B. Expenditures:

1000-1999 Certificated Personnel Salaries	\$2,124,364	\$2,151,942	\$2,181,808
1100 Teachers (all)	1,624,175	1,647,175	1,670,175
1100 2 P.D. days, 22 teachers @ \$299/day + 80 hours@\$40/hr	16,356	16,356	16,356
1100.01 Substitutes	32,890	35,000	35,000
1100.03 Substitutes for PD	8,000	8,500	8,500
1100 Teacher-in-Charge Stipend	2,000	2,500	2,500
1100 Hard-to-Fill Position (Math+Science) Stipends	6,000	6,000	6,000
1100 Advanced Degree Stipends (already in salary)	-	-	-
1100 Longevity Stipends Certificated	10,143	12,810	14,476
1900 TK Coordinator Stipend	-	-	-
1200 Parent/Family Liaison Stipend (Title-funded, 1-yr extension)	5,000	-	-
1200 Speech Pathologist, Counselor	113,700	115,000	116,300
1200-1900 Cell Phone Stipends	682	682	682
1300 ELA Coach (2 days/wk)	35,400	35,800	36,200
1300 Math/Science Coach 30%	21,300	21,300	21,600
1300 Waived Ins (Other Coverage)	2,400	2,400	2,400
1300 Longevity	2,400	2,800	3,800
1300 Vice Principal @ 210 days/yr (80%/20% SpEd)	102,500	103,000	104,000
1300 Principal @ 210 days/yr	141,419	142,619	143,819
2000-2999 Classified Personnel Salaries	\$1,312,978	\$1,336,795	\$1,363,203
2100 Instructional Aides/EL, hourly (rates/hours vary, 180 days)	497,724	507,679	517,832
2200 Non-Certificated Support (drivers, food srvc, tech)	424,394	432,882	441,540
2300 Classified Administration	67,000	68,000	69,000
2400 School Office/Clerical (all)	136,149	138,872	141,649
2900 Other Classified (RM, After School)	165,070	168,371	171,739
2100-2900 Waived Ins (Other Coverage)	11,850	11,850	11,850
2100-2900 Cell Phone Stipends	4,330	4,330	4,330
2100-2900 Longevity Stipends Classified	6,461	4,811	5,263
3000-3999 Employee Benefits	\$571,484	\$588,516	\$606,680
3300 OASDI and Medicare	262,957	266,888	271,193
3400 Health & Welfare	142,879	152,880	163,582
3500 State Unemployment	20,160	20,349	20,538
3600 Worker's Compensation	40,389	41,197	42,020
3900 401(k) Employer Contributions	105,100	107,202	109,346
4000-4999 Books and Supplies	\$410,000	\$392,400	\$393,848
4100 Textbooks	70,000	70,000	70,000
4200 Other Books/Library	15,000	15,000	15,000
4300 Materials and Supplies (incl. after school)	100,000	100,000	100,000
4300 Classroom Budgets (ESSER III)	-	3,000	-
4300 Transportation - Fuel	65,000	67,000	69,000
4400 Non-capitalized Furn/Equip (>\$500, <\$5,000)	35,000	10,000	10,000
4700 Food	120,000	122,400	124,848
4700 After School Program Snacks	5,000	5,000	5,000
5000-5999 Services and Other Operating Expenditures	\$2,722,241	\$2,080,577	\$1,920,599
5200 Travel & Conferences	3,000	3,000	3,000

Sacramento Valley Charter School

Fiscal Year Budget Cycle	Budget Development	MYP	MYP
	2024-25	2025-26	2026-27
5300 Dues & Memberships	4,200	4,300	4,400
5400 Insurance	64,000	67,200	70,560
5501 Operations & Housekeeping	63,000	64,260	65,521
5530 Utilities	30,000	30,000	30,000
5610 Facility Rent/Lease	391,554	402,244	414,754
5600 Facility Maintenance	5,000	25,000	25,000
5630 Copier Leases	18,000	18,500	19,000
5670 Facility Security/Safety Improvements	6,000	7,500	7,500
5600 Transportation - Bus/Van Maint	55,000	55,000	55,000
5800 District Admin Oversight (1% State Aid)	46,756	47,783	49,181
5800 SELPA Admin Fee (decr 1% per yr to 3.5%)	10,788	8,827	6,865
5800 Nursing Services (screenings) est.	4,000	4,000	4,000
5800 Accounting Services	70,000	72,100	74,263
5820 Audit Services	17,988	19,487	20,093
5800 Fieldtrips	14,000	15,000	17,000
5820 ESSER III Placeholder	-	-	-
5820 ELOP Placeholder	1,111,372	555,000	555,000
5820 LREBG Placeholder	212,211	141,474	70,737
5820 Educator Effectiveness Placeholder	39,345	39,345	-
5820 Art, Music, IM Block Grant Placeholder	76,840	76,832	-
5820 Prop 28 Art & Music in Schools Placeholder	22,461	-	-
5830 Legal Services	30,000	35,000	40,000
5800 Marketing/Recruiting	7,500	7,500	7,500
5800 Technology Upgrade	20,000	20,000	20,000
5800 Technology Support	20,000	20,000	20,000
5800 Other Contracted Srvc (ADP, banking, tech, licenses, driver training, Vertex)	301,225	263,225	263,225
5800 Professional Development	40,000	40,000	40,000
5900 Postage and Communications	38,000	38,000	38,000
6000-6999 Capital Outlay	\$110,545	\$101,690	\$89,295
6400 Furniture and Equipment (>\$5,000)	-	-	-
6500 FF&E Replacement (>\$5,000)	-	-	-
6898 Amortization Expense (non-cash)	11,510	11,510	11,511
6900 Depreciation Expense (non-cash)	99,035	90,180	77,784
Total Expenditures	\$7,251,613	\$6,651,920	\$6,555,432
Net Annual Operations	(\$628,289)	\$84,125	\$320,360
7000-7999 Other Outgo/Other Financing Uses			
7438 Debt Service (bus loan interest 1 bus)	\$ -	\$ -	\$ -
7438 Debt Service (bus loan interest 3 buses)	391	-	-
Total Other Outgo	\$ 391	\$0	\$0
Net increase (decrease):	(628,680)	84,125	320,360
Beginning Balance	4,355,953	3,727,274	3,811,400
Ending Balance	\$ 3,727,274	\$ 3,811,400	\$ 4,131,760

2024-25 CF for Budget Development

		Beg. Bal. (Ref. Only)	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	EST ACCRLS @ 6/30/25	TOTAL	BUDGET (Ck Fig)
A. BEGINNING CASH		Object	9110														
B. RECEIPTS	Revenue Limit:		3,239,939	3,309,565	3,255,138	3,161,140	3,041,571	2,949,657	3,044,136	3,061,833	2,940,979	3,114,600	3,499,694	3,455,521			
	State Aid, Incl. EPA																
	Other		155,486	155,486	279,875	279,875	246,542	467,901	246,542	216,528	467,901	680,809	246,542	246,542	252,925	3,939,636	3,939,636
	Cash In Lieu of Prop Tax	8010-8019															
	Other	8020-8079															
	Federal Revenues	8080-8096		44,159	88,319	58,879	58,879	58,879	58,879	58,879	123,646	61,823	61,823	61,823	0	735,989	735,989
	Other State Revenues, Incl Spec Ed	8100-8299		9,685	0	25,814	51,094	0	98,469	67,581	32,262	32,262	32,262	32,262	1,197	382,888	382,888
	Other Local Revenues	8300-8599		39,942	53,103	74,138	79,887	73,289	59,612	52,111	59,612	120,000	120,000	120,000	553,057	1,404,811	1,404,811
	Interfund Transfers In	8600-8799		20,400	46,701	31,291	1,332	7,609	2,195	6,699	1,200	1,200	1,200	180	28,000	160,000	160,000
	All Other Financing Sources	8910-8929															
		8931-8979															
TOTAL RECEIPTS			175,887	295,973	452,588	440,099	444,012	614,063	465,697	401,798	684,621	896,094	461,827	460,807	833,179	6,623,323	6,623,324
C. DISBURSEMENTS	Certificated Salaries	1000-1999	15,947	122,861	195,000	195,000	195,000	195,000	195,000	195,000	195,000	195,000	195,000	195,000	35,556	2,124,364	1,214,364
	Classified Salaries	2000-2999	8,000	45,000	133,000	120,000	137,000	115,500	80,000	149,000	136,000	136,000	136,000	100,000	17,478	1,312,978	1,312,978
	Employee Benefits	3000-3999	26,000	28,000	47,000	60,000	53,000	50,000	50,000	55,652	45,000	45,000	45,000	45,000	21,852	571,484	571,484
	Books and Supplies	4000-4999	26,161	29,408	26,465	54,668	50,925	29,084	23,000	23,000	35,000	35,000	30,000	25,900	21,389	410,000	410,000
	Services	5000-5999	30,012	125,000	145,000	130,000	100,000	130,000	100,000	100,000	100,000	100,000	100,000	100,000	1,462,229	2,722,241	2,722,241
	Capital Outlay	6000-6999															
	Other Outgo - SPED	7000-7499															
	Interfund Transfers Out	7600-7629	140	130	121												
	All Other Financing Uses - Bus Loans	7630-7699														391	391
	TOTAL DISBURSEMENTS		106,260	350,399	546,586	559,668	535,925	519,584	448,000	522,652	511,000	511,000	506,000	465,900	1,558,484	7,141,459	6,231,458
D. BALANCE SHEET TRANSACTIONS	Prepaid Expenditures	9200-9299															
	Accounts Receivable	9300-9399															
	Fixed Asset Addition	9400-9499															
	Accounts Payable	9500-9599															
	Unearned Revenue	9650															
	Principal Reduction on Buses	9640															
	Audit Adj/Other Adj/ULD																
	TOTAL BALANCE SHEET TRANSACTIONS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	E. NET INCREASE/DECREASE		69,626	(54,426)	(93,998)	(119,569)	(91,914)	94,479	17,697	(120,854)	173,621	385,094	(44,173)	(5,093)	(725,305)	(518,135)	391,866
	F. ENDING CASH		3,309,565	3,255,138	3,161,140	3,041,571	2,949,657	3,044,136	3,061,833	2,940,979	3,114,600	3,499,694	3,455,521	3,450,428			

Sacramento Valley Charter School Transaction Report

April 11 to May 8, 2024

	Account	Amount
Total for 8096 - Cash in Lieu of Property Taxes	UNRESTRICTED REVENUE:0000 - Unrestricted:8096 - Cash in Lieu of Property Taxes	\$ 68,070.00
Total for Miscellaneous	UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Miscellaneous : Donation& Bhnagra Class	1,150.00
Total for Transportation	UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Transportation	3,315.00
Total for 8311 - Special Education - State	V RESTRICTED REVENUE:6500 - Special Education - Sac Vly Chtr - Apr 23-24 Apr NPSRTC SacVly (NPS offset)	32,492.00 (472.00)
		<u>32,020.00</u>
		<u>\$ 104,555.00</u>

Sacramento Valley Charter School
Check Detail
April 11 - May 8, 2024

Date	Transaction Type	Num	Name	Memo/Description	Amount
04/15/2024	Check	5570	Mech Finix Labs	For Robotic Class - Invoice # 23	650.00
04/15/2024	Check	5571	Connection Ed Consulting	For Special Education	8,000.00
04/15/2024	Check	5572	West Sacramento Truck Stop	For Fuel	6,486.40
04/15/2024	Check	5573	New Horizon Flooring	Janitorial Service for the month of April 2024	5,400.00
04/15/2024	Check	5574	Chill-Chain, Inc.	For Milk & Butter	262.74
04/15/2024	Check	5575	Amazon Capital Services	For Classroom Supplies	4,519.00
				For Graduation	1,049.30
				For Office Supplies	530.74
				For Reading Books - 6th Grade	41.14
				For Robotic Class	1,467.11
					\$ 7,607.29
04/15/2024	Check	5576	River City Fire Equipment Co. Inc.	For Fire Ext	25.00
04/16/2024	Check	5577	Vertex Education, LLC	For School Lunch Program	6,800.00
04/25/2024	Check	5579	Mech Finix Labs	Invoice for the Robotic Class - 024	650.00
04/25/2024	Check	5578		void	0.00
04/25/2024	Check	5580	Cathlelean Jones	For Drivers Annual Training	600.00
04/25/2024	Check	5581	The Stepping Stones Group LLC	For Special Ed - OT Services	792.00
04/25/2024	Check	5582	PG&E	For Utility Services	113.05
04/25/2024	Check	5583	MetLife	For AD&D/ LTD	30.44
04/25/2024	Check	5584	Chill-Chain, Inc.	For Milk & Butter	463.73
04/25/2024	Check	5585	West Sacramento FARP	For False Alarm	300.00
04/26/2024	Check	5586	Broadway Auto Service	For Ford Van Repair	4,850.57
04/26/2024	Check	5587	Sweat III	For P.E	21,625.00
04/26/2024	Check	5588	Gurjot Singh Dhaliwal	For Bhangra Instructor Coaching Services	1,000.00
04/29/2024	Check	5589	Gurpreet Kaur	Reimbursement for staff coffee	49.50

04/29/2024	Check	5590 Sunrun Inc	For Utility Charges - TK	431.12
04/29/2024	Check	5591 Mech Finix Labs	For Robotic Class - Invoice 025	650.00
04/29/2024	Check	5592 Mary Meyer	For Drivers Training & Documentation	525.00
04/30/2024	Check	5593 Great America Financial	For Copier Lease - 2months	2,534.15
04/30/2024	Check	5594 Barbara J. Gross, CPA	For Tax Filling	1,030.00
05/01/2024	Check	5595 Vicky Dali CPA LLC	Invoice for the month of April 2024	4,590.00
05/01/2024	Check	5596 Jaideep Singh	Sign Boards for Lunch Area	540.00
05/02/2024	Check	5597 Shani Zuberi	For Video - 8th Grade Graduation	1,265.00
05/02/2024	Check	5598	Void	0.00
05/03/2024	Check	5599 Sunrun Inc	For Utility Charges- TK School	214.10
05/03/2024	Check	5600 Vertex Education, LLC	For NSLP Admin Fee	6,800.00
05/03/2024	Check	5601 River City Fire Equipment Co. Inc.	For Fire Extinguisher and Valve Stem	61.27
05/06/2024	Check	5602 Young, Minney & Corr, LLP	For Legal Fee	2,347.50
05/06/2024	Check	5603 Mech Finix Labs	For Robotic Class - Invoice 026	650.00
05/06/2024	Check	5604 US Bank	For Nuso	579.87
			For Microsoft & WaveCloud Sub Service	381.80
			For Staff Refreshment	196.94
			For Classroom Supplies	111.69
			For Bus where App & Keys	657.14
			For Reading Books - 6th Grade	214.75
			For Office Supplies	351.23
			For Bus Repairs & Maintenance	635.35
			For Driver Drug Testing	90.00
			For Facebook App	3.01
			For Lunch Grocery	9,611.94
			For After School Snacks	559.83
			For 2 Laptops	2,548.96
				\$ 15,942.51
05/06/2024	Check	5605 Sikh Temple - Rent Payable	Rent for the month of May 2024	32,633.00
			\$29,638.00 for Sellers/ Evergreen Ave	
			\$2,995 for TK	

Monday, May 06, 2024 03:31:10 PM GMT-7

Board Policy/Administrative Regulation:**Individual Educational Evaluation (IEE)****Evaluation at Private Expense**

The local education agency (LEA) governing board acknowledges that a parent/guardian has the right to obtain an evaluation at their own expense at any time. In these circumstances, the Principal or designee(s) shall ensure that the student's individualized education program (IEP) team shall consider the results of the private evaluation when determining an offer of a free appropriate public education (FAPE) for the student, as long as the private evaluation meets LEA criteria. However, the results of an IEE will not dictate the IEP team's determinations.

If a parent/guardian requests reimbursement for an assessment obtained by the parent/guardian at their own expense, the Principal or designee(s) shall ensure that the unilaterally obtained private evaluation meets the LEA criteria discussed in this policy.

IEE at Public Expense

The local education agency (LEA) governing board recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an independent educational evaluation (IEE), at public expense, when the parent/guardian disagrees with an assessment conducted by the LEA within the last two years. An IEE means an evaluation conducted by a qualified examiner who is not employed by the

LEA responsible for the education of the child in question and public expense means that the LEA either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

The Principal or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense the LEA/district shall provide the parent/guardian with a copy of their Procedural Safeguards *and* either:

- I. Initiate a due process hearing to show that the evaluation, completed by the LEA/district, is appropriate; or
- II. Provide the parent/guardian with information about where an IEE may be obtained, the LEA's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

In instances in which the LEA is granting the parent's request for an IEE, the Principal or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation.
2. The LEA does not impose conditions or timelines related to obtaining an IEE at public expense.
3. All assessments shall be completed by persons competent to perform the assessment as determined by the LEA.
4. The IEE shall be administered by an evaluator who holds equivalent certifications, licenses, or other qualifications that would be required of the LEA staff to provide similar evaluations.

5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by the LEA.
6. The LEA may ask for the parent's reason why he or she objects to the LEA's evaluation. However, the LEA may not require the parent to provide an explanation and may not unreasonably delay either providing the IEE at public expense or filing a due process hearing to defend the public evaluation.
7. A parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees,

IEE Cost Determination

The Principal or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated once every three years (currently \$4,500 to \$5,500) and shall be determined by collecting input about the rates from numerous independent assessors who are qualified to conduct the specific test within 40 miles (for urban areas, this could be more for rural areas) of the location of the LEA and eliminating from consideration rates which are unreasonably high or low. The cost cap **cannot** be based on an average of the fees customarily charged by professions within the area who are qualified to conduct a specific test. The LEA shall provide parents with an updated list of approved assessors who satisfy the LEA's criteria for conducting IEEs, including cost criteria.

The Principal or designee(s) shall ensure a parent/guardian may demonstrate that unique circumstances, related to the student's educational need(s), justify a financial waiver of any of the cost ceiling as defined by the LEA.

The Principal or designee(s) shall request that the parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, the LEA governing board recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

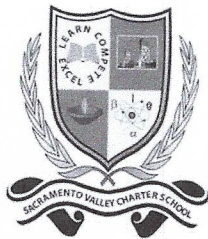
- I. A decrease in available lifetime coverage or any other benefit under an insurance policy;
- II. An increase in premiums or the discontinuance of the policy; or
- III. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

Legal References

California Education Code Section 56322

California Education Code Section 56329

34 CFR 300.502



JOB DESCRIPTION

GENERAL POSITION INFORMATION

Position Title: Food Service Manager
Reports To: Principal

POSITION OVERVIEW

This position is primarily responsible for providing personal support to the campus in a multifaceted role. This position requires you to be able to cover all positions within the kitchen. You will be responsible for coordinating and directing the day-to-day activities of the campus Food Service Team. The position works alongside the Food Service Team to ensure that food quality standards, inventory levels, food safety guidelines and customer service expectations are met.

ESSENTIAL FUNCTIONS

Note: The essential functions below describe the general requirements of this position and are not intended to be an exhaustive statement of duties. Incumbents may perform all or most of the primary accountabilities listed below. Specific tasks, responsibilities or competencies may be documented in the incumbent's performance objectives as outlined by the incumbent's immediate supervisor or manager.

- Ability to work in a multifaceted role that requires you to change roles as needed day to day.
- Ability to perform all kitchen duties.
- Support the Food Service team as needed, to ensure all daily tasks are completed.
- Ability to work under minimal supervision.
- Assist with the operational oversight and training as needed.
- Assist in the day-to-day activities of the kitchen, which include preparing, serving, and replenishing food and drink.
- Assist in preparing and cooking foods, which may include: panning frozen food; cupping fruit; washing and bagging fruits and vegetables; baking foods; chopping salad items; monitoring food temperatures; preparing sandwiches; removing hot items from ovens; and/or performing other related activities.
- Set up and stock work areas with all necessary ingredients and equipment.
- Serves and replenishes food supply as needed.
- Monitor inventory levels, order food and supply items at appropriate times, ensure food and supplies are rotated and stored in a safe and sanitary location.
- Verify and monitor HACCP procedures including temperature, sanitizer and storage logs.



JOB DESCRIPTION

- Maintain courteous, respectful, relationships with students, staff, and parents.
- Know and comply with all company policies and procedures regarding safety, security, emergencies and energy.
- Assure the team is working together to prep menu items and keep the kitchen clean and orderly throughout the day.
- Operates the cash register/POS system/Daily Reconciliation – closing out end of day.
- Implements financial controls to maintain profitability.
- Accounts for all funds and properly handles funds, as required.
- Works closely with school administrators, parents, and children to resolve issues; communicate procedures and policies and provide customer service to all cafeteria users.
- Perform all other duties of a similar nature or level.

SUPERVISORY AND MANAGERIAL RESPONSIBILITY

- Self-motivated, eager to grow and learn.
- Communicative, customer service based.
- Ability to coach and celebrate in the moment.
- Work Schedule:
 - 200 days/year
 - Minimum of 40 hours a week
 - On-site hours: 7:00AM-3:30PM, including a 30-minute lunch

KNOWLEDGE, SKILLS, & ABILITIES

Education, Licensure, or Certification

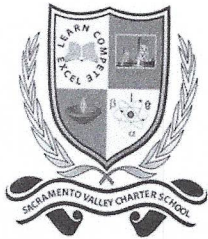
- High School Diploma/GED required.
- Food Handlers Manager Certificate/Card required for job.

Work Experience or Related Experience

- Four years of food handling service/preparation or cashiering experience
- Two years of lead/supervisory experience

BACKGROUND CHECKS

- Must pass a fingerprint and criminal history background check.



JOB DESCRIPTION

PHYSICAL AND TRAVEL REQUIREMENTS / WORK ENVIRONMENT

- This position requires the need to lift objects (up to 25 pounds) on occasion.
- This position may require standing for long periods at times, talking on the phone, kneeling, stooping and long periods of concentration.
- Local travel may be required.

Note: This job description does not state or imply that these are the only duties to be performed by the employee assigned to this position. Employees will be required to follow other job-related instructions and to perform other job-related duties directed by persons authorized to give instructions or assignments.

Note: The School will provide reasonable accommodations to employees with disabilities to help them perform the essential functions of the position. A request for such accommodation should be directed to the employee's immediate supervisor.

I have received and reviewed a copy of my job description. I understand any questions I have regarding my role or related expectations should be directed to my manager.

Print Name

Sign Name

Date



JOB DESCRIPTION

GENERAL POSITION INFORMATION

Position Title: Food Service Lead
Reports To: Food Service Manager

POSITION OVERVIEW

Perform routine food preparation tasks, clean up, set up and other duties as needed.

ESSENTIAL FUNCTIONS

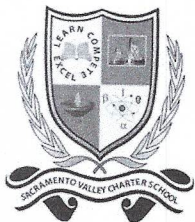
Note: The essential functions below describe the general requirements of this position and are not intended to be an exhaustive statement of duties. Incumbents may perform all or most of the primary accountabilities listed below. Specific tasks, responsibilities or competencies may be documented in the incumbent's performance objectives as outlined by the incumbent's immediate supervisor or manager.

- Cross-trained as back-up to the Food Services Manager position.
- Perform routine food preparation tasks, such as cutting up fruits and vegetables, making and wrapping sandwiches and salads.
- Set up and stock work areas with all necessary ingredients and equipment.
- Assist with daily cleaning duties in the kitchen including cleaning equipment and work areas, mopping, operating dishwasher and/or scrubbing pots and pans.
- Cleaning up lines at the end of meal shift and putting away/disposing of leftovers.
- Organize food service kitchen and serving areas.
- Serve students and staff in a cheerful and helpful manner.
- Accurately identify a reimbursable meal on the serving line; provide monitoring and guidance to customers to be sure selections meet federal guidelines.
- Safely operate standard and specialized kitchen equipment, including convection/combi ovens, microwave ovens, dishwashers, food warmers, coolers and freezers.
- Set up serving lines with appropriate serving equipment according to local Health Department guidelines.
- Clean work areas and dispose of garbage daily.
- Assist manager in verifying and monitoring HACCP procedures including temperature, sanitizer and storage logs.
- Maintain courteous relationships with students, staff, parents, and community, treating all with respect.
- Perform all duties in a safe and prudent manner as directed.

KNOWLEDGE, SKILLS, & ABILITIES

Education, Licensure, or Certification

- Food Handlers Manager Certificate/Card required for the job.
- High School Diploma or Equivalent



JOB DESCRIPTION

Work Experience or Related Experience

- Previous experience in food preparation and handling preferred.
- Ability to operate institutional equipment preferred.
- Must display ability to communicate effectively with staff, co-workers and students.

Specialized Knowledge, Skills & Abilities:

- Function effectively as a team member.
- Be flexible and adaptable to change.
- Positively accept direction.

BACKGROUND CHECKS

- Must pass a fingerprint and criminal history background check.

PHYSICAL AND TRAVEL REQUIREMENTS / WORK ENVIRONMENT

- This position requires the need to lift objects (up to 25 pounds) on occasion.
- This position may require standing for long periods at times, talking on the phone, kneeling, stooping and long periods of concentration.

Note: This job description does not state or imply that these are the only duties to be performed by the employee assigned to this position. Employees will be required to follow other job-related instructions and to perform other job-related duties directed by persons authorized to give instructions or assignments.

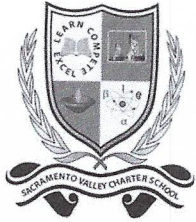
Note: The School will provide reasonable accommodation to employees with disabilities to help them perform the essential functions of the position. A request for such accommodation should be directed to the employee's immediate supervisor.

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Print Name _____

Sign Name _____

Date _____



JOB DESCRIPTION

GENERAL POSITION INFORMATION

Position Title: Food Service Worker
Reports To: Food Service Manager

POSITION OVERVIEW

Perform routine food preparation tasks, clean up, set up and other duties as needed.

ESSENTIAL FUNCTIONS

Note: The essential functions below describe the general requirements of this position and are not intended to be an exhaustive statement of duties. Incumbents may perform all or most of the primary accountabilities listed below. Specific tasks, responsibilities or competencies may be documented in the incumbent's performance objectives as outlined by the incumbent's immediate supervisor or manager.

- Perform routine food preparation tasks, such as cutting up fruits and vegetables, making and wrapping sandwiches and salads.
- Set up and stock work areas with all necessary ingredients and equipment.
- Assist with daily cleaning duties in the kitchen including cleaning equipment and work areas, mopping, operating dishwasher and/or scrubbing pots and pans.
- Cleaning up lines at the end of meal shift and putting away/disposing of leftovers.
- Organize food service kitchen and serving areas.
- Serve students and staff in a cheerful and helpful manner.
- Accurately identify a reimbursable meal on the serving line; provide monitoring and guidance to customers to be sure selections meet federal guidelines.
- Safely operate standard and specialized kitchen equipment, including convection/combi ovens, microwave ovens, dishwashers, food warmers, coolers and freezers.
- Set up serving lines with appropriate serving equipment according to local Health Department guidelines.
- Clean work areas and dispose of garbage daily.
- Assist manager in verifying and monitoring HACCP procedures including temperature, sanitizer and storage logs.
- Maintain courteous relationships with students, staff, parents, and community, treating all with respect.
- Perform all duties in a safe and prudent manner as directed.

KNOWLEDGE, SKILLS, & ABILITIES

Education, Licensure, or Certification

- Food Handlers Card
- High School Diploma or Equivalent



JOB DESCRIPTION

Work Experience or Related Experience

- Previous experience in food preparation and handling preferred.
- Ability to operate institutional equipment preferred.
- Must display ability to communicate effectively with staff, co-workers and students.

Specialized Knowledge, Skills & Abilities:

- Function effectively as a team member.
- Be flexible and adaptable to change.
- Positively accept direction.

BACKGROUND CHECKS

- Must pass a fingerprint and criminal history background check.

PHYSICAL AND TRAVEL REQUIREMENTS / WORK ENVIRONMENT

- This position requires the need to lift objects (up to 25 pounds) on occasion.
- This position may require standing for long periods at times, talking on the phone, kneeling, stooping and long periods of concentration.

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Sign Name

Date



Sacramento Valley Charter School

Learn. Compete. Excel.

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Fax: 916.372-7249

Dr. Amrik Singh, Principal

Dr. Cerrene Cervantes, Vice Principal

Gurpreet Kaur, Director of Operations

Principal's Report 5/8/2024

Staff Update: Harsimran Sandhu is our new fourth grade instructional aide. We are in need of one elementary school Punjabi aide, one special education paraprofessional, and two middle school aides. We are still trying to fill the TK teacher and PE teacher positions.

Teachers Appreciation Week: Monday, May 6th - Friday, May 10th, 2024 is Teachers Appreciation Week. Their innovative strategies have made a big difference in our scholars' education. Parents, scholars, and staff acknowledge and appreciate their dynamic role. The office coordinated to observe the week with a lot of appreciation for teachers. Each day, they were treated with refreshments and compliments.

Enrollment Lottery - May 15, 2024 (3:30 - 4:30PM): For the upcoming school year, we received a large number of applications. At the same time the rate of returning students is higher than expected, leaving very limited options for accommodating all new applicants. Therefore, we will hold a lottery for the open enrollment period and will create a waitlist.

Local Control and Accountability Plan (LCAP) is meant for all stakeholders to give their feedback for a strong planning for the effective education of students. LCAP Surveys have been sent out to parents and staff. Their feedback from surveys has been incorporated into the current LCAP draft.

Local Indicators: SVCS Board will be presented with local indicators along with the draft of LCAP.

May Carnival: Under the guidance of Student Council Coordinator, Ms. Lewis, Student council leaders have organized the carnival event for the end of the year. This carnival event is to celebrate all of the achievements, hard work, and dedication of our scholars. Some of the items that will be present at the carnival include, bounce houses, field games, and a snow cone truck.

Multicultural Night: Students are currently working on their multicultural night projects. Each class has a unique country that they are researching about. Multicultural Night is to be held on May 23, 2024 from 5-7pm. We hope to see all of our parents show up to see our students' wonderful projects!

Last Day of School/8th Grade Graduation: 8th Grade Graduation will take place on June 5th. Details have been sent out to parents regarding the gap and gown fee and the graduation ceremony details. SVCS Board Members are cordially invited to this special event.

Free Dress Day: The last Free Dress Day for 2023-24 school year is on May 30, 2024.



BMX Assembly: The BMX Assembly aims to promote positive lifestyles, education, anti-bullying, and turning Positive Thoughts into Purposeful Actions! These stunt pros focus on character building, physical science / STEM, health, road/bike safety, and success.



Summer BOOST (June 17-28): This program will provide students with resources that will help in making up for loss of studies and achieving academic success. Students who are behind in some subjects, at risk of retention, or need to work on their functioning skills might benefit from summer school. It is also a way for all kids to help bridge the learning gap over the summer and prevent learning loss. There will be no summer boost on June 19, 2024 in observation of Juneteenth.

STEM Camp (June 10-14) - STEM Summer Camp will take place June 10 - 14 for those middle school students who have been accepted into the program.

Robotics (June 10-14): A special Robotics Camp will take place from June 10 - 14 for 4th and 5th graders. This is a special arrangement for those who are interested in continuing their education in robotics.

Important Dates

Teacher Appreciation Week	May 6 - 10
Board Meeting	May 8 (4pm)
Enrollment Lottery	May 15 (3:30pm-4:30pm)
Minimum Day	May 24
Memorial Day (NO SCHOOL)	May 27
Carnival (Students & Staff only)	May 30
Free Dress Day	May 30
TK Promotion	June 3, 2024 at 12:30PM
Kindergarten Promotion	June 3, 2024 at 9am
Awards Ceremony (Grades 1-7)	June 4, 2024
8th Grade Graduation	June 5, 2024 at 9am
Minimum Day/ Last Day of School End of Trimester 3	June 5, 2024