

Transaction Report
Sacramento Valley Charter School
October 9-November 10, 2025

Transaction date	Memo/Description	Amount
10/17/2025	8220 - Child Nutrition (Federal) - August 2025	\$ 14,640.70
	8520 - Child Nutrition (State) - August 2025	12,025.42
	8699 - Child Nutrition - Adult Meals	40.00
		<u>26,706.12</u>
10/31/2025	8699 - Schlastic Book Faire	6,213.00
	8699 - Child Nutrition - Adult Meals	40.00
		<u>6,253.00</u>
10/31/2025	October Special Education (State)	31,792.00
	Less: Admin Fee	-1,116.00
	Less: NPS contribution	-173.00
		<u>30,503.00</u>
11/04/2025	8520 - Child Nutrition (State) - September 2025	22,077.62
		<u><u>\$ 85,539.74</u></u>

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Sacramento Valley Charter School

Check Detail

October 9 - November 10, 2025

Date	Transaction Type	Num	Name	Memo/Description	Amount
9120 - Cash in Bank - Checking					
10/09/2025	Check	6493	R&P Enterprises INC	For Cookie's - Back to School Night	1,000.00
10/09/2025	Check	6494	Great America Financial	For Copier Lease	1,900.78
10/09/2025	Check	6495	Amritpal Singh	Reimbursement for San Francisco Field Trip - Uber Ride	9.88
10/15/2025	Check	6496	Broadway Auto Service	For Ford Van - Checked and replaced front & rear brakes/rotors/bearings, checked exhaust and installed CO Detector; Toyota Van - front & rear brakes and rotors replaced, new wiper blades installed	3,768.51
10/15/2025	Check	6497	North Valley Fleet Services, Inc.	For 45 days inspections, replaced belts, replaced front tire, rear door repair, resolve check engine lights.	10,463.36
10/15/2025	Check	6498	I. Flores	Manual Check	1,959.18
10/17/2025	Check	6499	I. Flores	Manual Check	2,763.28
10/17/2025	Check	6501	Jus Broadcasting Corp.	Voided check, Reissued as Check #6525 for Lost Check	0.00
10/21/2025	Check	6502	Nor- Cal Security	For School Security Services	7,612.50
10/21/2025	Check	6503	Serve 3 Network	For Update PA System	575.45
10/21/2025	Check	6504	Ascend Rehab Services	For Speech Therapist - Month of September 2025	14,232.00
10/22/2025	Check	6505	Nikita Dhir	Reimbursement - Toll for San Francisco Field Trip	16.00
10/22/2025	Check	6506	P. Arora	For Manual check	538.69
10/22/2025	Check	6507	PG&E	For Utility Charges	23.67
10/22/2025	Check	6508	Sandip Kang	Reimbursement - Field Trip Deposit (Dave Pumpkin Patch)	52.50
10/22/2025	Check	6509	Edlio LLC Collections	For Annual Subscription Fee - Website Update	6,200.00
10/22/2025	Check	6510		VOID	
10/22/2025	Check	6511	hugoWREN LLC	For 19 Laptops for Staff	23,800.73
10/22/2025	Check	6512	MetLife	For AD&D / LTD	457.07
10/22/2025	Check	6513	Bay Alarm Company	For UL Certificate Fee	143.00

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10/22/2025	Check	6514 DMV	For Registration Fee - Van 7WKY428	228.00
10/22/2025	Check	6500 US Bank	For Office Supplies	1,242.56
			For PD & Staff Refreshments	1,518.00
			For Nuso	579.06
			For Mailing	244.22
			For Microsoft , Wave Cloud Sub Service, Adobe	672.18
			For Special Education - Testing Material	4,382.89
			For Pumpkin Patch - Field Trip	52.50
			For Supplies - AfterSchool	430.65
			For Bus Supplies	208.56
			For Drug Test	100.00
			For Buswhere App (final pmt, charge dated 9-1-25)	680.00
			For Classroom Supplies	2,967.92
			Credit	-48.46
				<hr/> 13,030.08
10/22/2025	Check	6515 Scholastic.Inc	For Scholastic Newspaper & Magazines - 4th Grade	178.80
10/28/2025	Check	6516 US Foods, Inc	For School Meal Program	15,100.50
10/28/2025	Check	6517 Monica Singh	Reimbursement - Teaching Short Term Staff Permit	102.65
10/28/2025	Check	6518 West T-Shirts	For 30 Volley Ball Jerseys	963.59
10/28/2025	Check	6519 Dr. Seamus Eddy	Reimbursement for EDCOE Events & Training - Parking Fee	24.00
10/28/2025	Check	6520 Voyager Sopris Learning	For After School Curriculum - 2nd to 6th Grades	10,951.92
10/28/2025	Check	6521 Tajinder Singh	For Repairs and Electric work	1,000.00
10/29/2025	Check	6522 T-mobile	For Hotspot Service Fee	400.00
			For School Cell Phones Service Fee	241.04
				<hr/> 641.04
11/04/2025	Check	6524 Vertex Education, LLC	For NSLP Services	3,250.00
11/04/2025	Check	6525 Jus Broadcasting Corp.	For Advertisement and Promotion; replaced lost check #6501	2,000.00
11/04/2025	Check	6526 New Horizon Flooring	Janitorial Service for the month of November	6,300.00
			Disinfection Services (Fog Method)	250.00
			Additional Day Porter Services 23 days	3,174.00
				<hr/> 9,724.00
11/04/2025	Check	6527 West Sacramento Truck Stop	For Fuel - Invoice for the month of October 2025	7,032.78
11/04/2025	Check	6528 Preet Cheema	Reimbursement for Classroom Supplies	28.80

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11/04/2025	Check	6523 US Bank	For Nuso	579.06
			For Field Trips - 3rd, KN & 1st Grade	597.46
			For Classroom Supplies	836.67
			For Microsoft , Wave Cloud Sub Service & Google Premium	723.95
			For Mailing	6.93
			For training parking fee	70.00
			For Curriculum and material - Special Ed	1,965.48
			For Office Supplies	528.44
			For Shredding Service fee	223.67
			For Afterschool Snacks	1,529.81
			For Books & Material - Afterschool	500.33
			For bus/van supplies	287.51
			For Job Fair	699.00
			For Caaspp test standard met students - Certificate and snacks	512.15
				<hr/> 9,060.46
11/04/2025	Check	6529 Nor- Cal Security	For School Security Services	7,612.50

Monday, Nov 10, 2025 10:42:26 PM GMT-8

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11/5/2025

Justification for Human Resources Attendance at the 2026 CCSA Annual Conference

Dear Dr. Brown and Members of the Board of Sacramento Valley Charter School,

In my ongoing commitment to providing Sacramento Valley Charter School (SVCS) and our staff with the most up-to-date human resources practices and compliance knowledge, I respectfully request approval to attend the California Charter Schools Association (CCSA) 2026 Annual Conference, taking place February 23–26, 2026, in Long Beach, California.

Attendance at this conference will directly support the Human Resources Department's efforts to strengthen organizational compliance, enhance staff recruitment and retention, and ensure that our HR policies and procedures remain aligned with the most current state and federal regulations affecting charter schools.

The CCSA Annual Conference is the premier professional development event for California charter school professionals, offering specialized sessions, expert panels, and networking opportunities uniquely tailored to the charter school environment.

Key Benefits of Attendance:

1. Legal and Compliance Updates

Gain access to the most current information regarding California labor laws, credentialing requirements, employee classification, and workplace regulations specific to charter schools. This ensures SVCS remains fully compliant with all state and federal mandates.

2. Recruitment and Retention Strategies

Learn innovative, evidence-based approaches to attract and retain qualified educators and staff in a highly competitive job market, supporting the school's goal of building and maintaining a strong, stable workforce.

3. Charter-Specific HR Best Practices

Participate in sessions that address HR challenges unique to charter schools, including employee relations, performance management, and credential verification, enabling refinement of existing HR procedures and practices.

4. Professional Networking and Collaboration

Engage with HR and administrative professionals from across California to exchange

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best practices, develop partnerships, and collaborate on shared challenges facing the charter school sector.

5. Strategic Alignment and Organizational Benefit

The knowledge and resources gained will support SVCS's strategic priorities by enhancing compliance, operational efficiency, and staff satisfaction.

Conclusion:

Attendance at the 2026 CCSA Annual Conference represents a valuable professional development opportunity that will yield both immediate and long-term benefits for Sacramento Valley Charter School. The insights and tools obtained will enable the HR Department to continue supporting staff effectively, ensuring compliance, and contributing to the school's overall success.

This convention is an enormous value for the money. The registration fee is only \$725 for CCSA non-members who register by December 31st. Other costs would include airfare, hotel, transportation, and meals, which I have estimated below:

\$725 Registration fees

\$320 Airfare (Roundtrip)

\$900 Hotel (4 Nights)

\$100 Transportation to and from Airport

\$300 Meals (\$75 Per day for 4 Days)

Total = \$2,350 [THIS IS AN ESTIMATE BASED ON CURRENT FLIGHT/HOTEL COSTS]

If you have any questions about the conference or my proposal, please let me know. You can also find additional details on the convention at <http://www.CCSA.org>

Thank you for considering this request. I appreciate your continued support in my professional development.

Respectfully submitted,

Teri Flores, Human Resources/Risk Management Manager
Human Resources Department
Sacramento Valley Charter School

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11/04/2025

Dear Dr. Brown and Board of SVCS,

In my ongoing commitment to providing Sacramento Valley Charter School and our students with the most up-to-date, evidence-based psychological services, I would like to attend the National Association of School Psychologists' 2026 Annual Convention, taking place February 24-27 in Chicago, IL.

As the largest annual gathering of school psychologists, the convention is an important professional development opportunity. It offers more than 1,200 sessions and workshops over four days that will provide me with skills and strategies to improve the quality of services that our students receive.

By attending the NASP 2026 Annual Convention I will be able to:

- Attend sessions that will help me address issues that our school is facing.
- Learn strategies and techniques that will give me a new approach for specific cases.
- Collaborate with professionals from around the nation to learn what is working in their schools.
- Explore innovative products and services offered by leading education companies.

This convention is an enormous value for the money. The registration fee is only \$279 for NASP members who register by November 29th. Other costs would include airfare, hotel, transportation, and meals, which I have estimated below:

\$279 Registration fees

\$450 Airfare (Roundtrip)

\$900 Hotel (4 Nights)

\$100 Transportation to and from Airport

\$300 Meals (\$75 Per day for 4 Days)

Total = \$2,029 [THIS IS AN ESTIMATE BASED ON CURRENT FLIGHT/HOTEL COSTS]

It is critical that I take advantage of this opportunity to ensure that I am providing the most effective services to improve student success. If granted the opportunity, I will return to our school with valuable insights that will benefit individual students and our Charter as a whole. I will also be able to provide professional development to mental health professionals and special education staff on current best practices in school psychology.

If you have any questions about the conference or my proposal, please let me know. You can also find additional details on the convention at <http://www.nasponline.org/nasp2026>

Thank you for considering this request. I appreciate your continued support in my professional development.

Sincerely,

Sabrina Rios, School Psychologist

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Sacramento Valley Charter School

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Sacramento Valley Charter School (“SVCS” or “Charter School”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Charter School’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

¹ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Charter School to provide an aid, benefit, or service under Charter School's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Charter School's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access Charter School's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within Charter School's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in Charter School's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or

- Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Charter School that objectively can be understood as a request for Charter School to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Charter School whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Charter School has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Charter School's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Charter School's education program or activity, including measures that are designed to protect the safety of the parties or Charter School's educational environment; or (2) provide support during Charter School's grievance procedures or during an informal resolution process.

Title IX Coordinator:

Dr. Seamus Eddy

2399 Sellers Way

West Sacramento CA 95691

916-596-6422 or seddy@sacvalleycharter.org

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Charter School's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Director of Special Services Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Charter School from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Charter School, if any, can be found on the Charter School website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or

termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Charter School from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Charter School's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Director of Special Services, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Charter School for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Charter School will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or

respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Charter School has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in Charter School's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Charter School allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Charter School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Charter School will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Charter School may dismiss a complaint if:

- Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Charter School's education program or activity and is not employed by Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Charter School will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Charter School policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Charter School;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Charter School to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

Charter School will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find Charter School's determination unsatisfactory, the party may, within five (5) business days of notice of Charter School's determination, submit a written appeal to the **Chair** of the **Charter School** Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Charter School including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

No party, witness, or other person participating in Charter School's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Charter School's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Charter School will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Charter School employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and

- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Charter School's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Charter School's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Charter School's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Charter School leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Charter School's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Charter School took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Charter School will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM



Sacramento Valley Charter School

Learn. Compete. Excel.
2399 Sellers Way
West Sacramento, CA 95691
Front Office: 916.596.6422
Fax: 916.372-7249

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____
4865-0469-8049, v. 2

Expanded Learning Opportunities Program Plan Guide

Prepared by:
Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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

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

November 2024

Act 13.1.1/19

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Sacramento Valley Charter Afterschool Programs

Contact Name: Fatima Martin

Contact Email: fmartin@sacvalleycharter.org

Contact Title: Extended Learning and Student Data Coordinator

Contact Phone: 916-596-6422 ext. 1004

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

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

Governing Board Approval Date: Nov. 12, 2025

Review/Revision Date:

Review/Revision Date:

Purpose

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

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The program will be offered on school site. There will be a variety of activities offered such as sports, robotics and creative writing programs for our scholars. Our main offering will be the afterschool intervention program where we will provide homework support as well as ELA and math support for participants.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Our program is committed to fostering an emotionally safe and supportive environment where all students feel valued, respected, and connected. Staff intentionally build positive relationships with students through daily check-ins, encouragement, and consistent routines that promote trust and belonging.

Social-emotional learning (SEL) is embedded throughout the program to help students develop skills such as self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. Activities often include team-building exercises, reflection circles, and opportunities for peer collaboration.

Staff are trained to recognize and respond to students' emotional needs, creating spaces where students can express themselves safely and learn strategies for managing stress and resolving conflicts in healthy ways. By integrating SEL into academic and enrichment activities, the program nurtures not only students' academic growth but also their emotional well-being and resilience.

2—Active and Engaged Learning

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

Students will have opportunities to actively participate in learning activities that reinforce key academic concepts through creative, project-based, and collaborative approaches. The afterschool program has separate, distinct curriculum from the regular instructional day.

Homework support sessions will allow students to ask questions and receive guidance, helping them strengthen their understanding of classroom material. In addition, enrichment activities such as STEM challenges, art projects, literacy games, and real-world problem-solving tasks will deepen comprehension by allowing students to apply their knowledge in new and meaningful ways.

The program's curriculum is intentionally designed to align with school-day learning goals while offering flexibility for exploration, creativity, and student voice. By connecting academic support with interactive enrichment, the program helps students stay motivated, build confidence, and develop a lifelong love of learning. Activities will help support the instructional day to bring better understanding for parents.

3—Skill Building

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

The program will provide students with a variety of opportunities to build and strengthen their skills across academic, athletic, and creative areas. Students participating in sports, robotics, and creative writing will be given a supportive environment where they can practice, refine, and expand their abilities through consistent coaching, collaboration, and hands-on experiences.

Within the intervention portion of the afterschool program, targeted lessons and enrichment activities will reinforce and extend skills introduced during the instructional day. These sessions will focus on developing core competencies such as critical thinking, problem-solving, teamwork, and communication.

Through structured practice, mentorship, and goal-setting, students will gain confidence and mastery in their chosen areas. The program emphasizes growth over perfection—encouraging persistence, creativity, and a sense of accomplishment as students apply what they learn in meaningful and engaging ways.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Students are encouraged to take an active role in shaping the program experience by sharing their ideas, interests, and feedback during regular student meetings and reflection sessions. Their input helps guide activity planning, enrichment offerings, and program improvements—ensuring that the program reflects student needs and perspectives.

Youth leadership is fostered through opportunities to lead activities, assist staff, and mentor younger peers. For example, students may take on roles such as team captains in sports, peer tutors during homework time, or project leaders in clubs like robotics and creative writing. These experiences build confidence, communication skills, and a sense of responsibility while promoting collaboration and community within the program.

Students also play an active role in program quality assessment and improvement. Through surveys, feedback forms, and student-led discussions, they help identify strengths and areas for growth. Staff review this input with students to co-develop action steps that enhance program quality and engagement.

By prioritizing youth voice, leadership, and shared ownership, the program nurtures students who are not only participants but also contributors and decision-makers in their learning community.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Participants will receive a nutritious snack at the beginning of the program to help promote focus and sustain energy throughout the afternoon. The program also provides regular opportunities for physical activity between enrichment sessions, giving students time to recharge, practice mindfulness, and learn through play.

Younger students will engage in structured movement and mindfulness activities designed to support social-emotional growth, coordination, and overall well-being. Older students will have the opportunity to participate in organized sports, allowing them to stay active, build teamwork skills, and develop healthy habits through physical engagement.

By combining nutrition, mindfulness, and physical activity, the program supports the whole child—promoting physical health, emotional balance, and a positive learning mindset.

6—Diversity, Access, and Equity

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

To ensure access and equity, the program provides supports that meet individual student needs. Communication are available in multiple languages to engage families whose primary language is not English. Staff receive training in culturally responsive practices and inclusive teaching strategies to support diverse learners.

The program is also committed to full accessibility for students with disabilities. Accommodations and modifications are made as needed to ensure all students can participate fully in academic, enrichment, and recreational activities. This may include adaptive materials, individualized support, collaboration with special education staff, and physical accessibility adjustments when necessary.

By prioritizing diversity, access, and equity, the program ensures that every student—regardless of background, language, or ability—is valued, included, and empowered to succeed.

7—Quality Staff

Staff Engagement

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

The program ensures that students have ongoing opportunities to engage with highly qualified and caring staff who are dedicated to supporting their academic, social, and emotional growth. Through consistent routines and relationship-building, staff foster trust and connection with students, encouraging open communication and collaboration. Students receive individualized support during homework and enrichment activities, where staff actively guide learning, facilitate group projects, and promote critical thinking.

Staff also serve as mentors and role models, leading activities that promote skill building, leadership, and teamwork. Whether students are participating in sports, robotics, or creative writing, staff provide coaching and constructive feedback to help them develop confidence and perseverance. In addition, staff create opportunities for students to take on leadership roles—such as assisting with activities or mentoring peers—helping them practice responsibility and communication skills.

To ensure continuous improvement, staff collaborate with students and families to gather feedback on program quality and effectiveness. This shared approach strengthens relationships and supports a culture of growth, inclusion, and excellence.

By combining academic support, enrichment, and mentorship, the program's quality staff help students feel seen, supported, and empowered to reach their full potential.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Instructional aides employed in the program must meet the minimum qualifications established by the Local Educational Agency (LEA). In accordance with LEA policy and Education Code requirements, instructional aides must:

- Possess a high school diploma or equivalent, and
- Meet one of the following criteria:
 - Have completed at least 48 college semester units,
 - Have obtained an associate's degree (or higher), or
 - Have passed a district-approved paraprofessional assessment demonstrating knowledge of, and the ability to assist in, instruction of reading, writing, and mathematics.

All instructional aides and support staff must demonstrate the ability to work effectively with students, communicate clearly with staff and families, and uphold the mission and values of the program

All staff undergo required health and safety clearances prior to employment and before working directly with students. This includes:

- Fingerprinting and background checks through the Department of Justice and FBI (Live Scan clearance)
- Tuberculosis (TB) clearance in compliance with Education Code requirements
- Verification of eligibility to work and completion of mandatory health and safety trainings, including emergency procedures, child abuse reporting (AB 1207), CPR/First Aid, and mandated reporter certification.

The program follows LEA and state guidelines to maintain a safe environment for students and staff at all times..

Ratios will remain as required

TK: 1:10

K-6TH : 1:20

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff will receive ongoing training and professional development focused on effectively implementing curriculum and instructional strategies that support student

learning. Training will emphasize how the curriculum can be used to reinforce skills introduced during the instructional day and extend learning through engaging, hands-on activities.

In addition, staff will participate in sessions that promote best practices aligned with the program's overall goals—such as fostering social-emotional development, creating inclusive environments, supporting diverse learners, and maintaining positive behavior management strategies.

Through continuous coaching and collaboration, staff will be equipped with the tools and understanding needed to deliver a high-quality, student-centered program that supports academic growth, personal development, and the well-being of all participants.

8—Clear Vision, Mission, and Purpose

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

The extended learning program exists to extend learning, inspire growth, and strengthen community. By aligning enrichment with the instructional day, fostering emotional safety, embracing diversity, and empowering both staff and students, the program provides a well-rounded foundation that supports every learner's academic achievement, personal development, and lifelong success. And, families are provided with nine (9) hours per day of programming to help families meet their obligations while their children are being well-attended.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Families expressed the need for afterschool opportunities that not only assist with homework but also provide engaging activities that make learning fun and meaningful. Students shared their interest in programs such as sports, robotics, and creative writing—activities that build both academic and personal skills. These insights informed the selection of curriculum, enrichment opportunities, and scheduling to best meet the needs of the school community. By maintaining open communication and valuing the perspectives of both students and families, the program continues to evolve in response to community needs—ensuring it remains relevant, equitable, and impactful for all participants.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems

of Support.

In developing the Expanded Learning Opportunities Program (ELOP) plan, I met with school administration, advisors, and staff to collaborate on designing a program that reflects the needs and priorities of our school community. Together, we discussed strategies to support students academically, socially, and emotionally, while also providing meaningful enrichment opportunities that align with the instructional day.

Through these discussions, staff and advisors provided valuable insight into student interests and areas where additional support was needed—such as homework help, sports, robotics, and creative enrichment. Their feedback guided the development of the program structure and schedule to ensure it complements classroom learning and provides hands-on, engaging experiences for all students.

The program will continue to collaborate with community-based partners and organizations to enhance student opportunities and bring in specialized programming such as arts, STEM, and wellness activities. These partners will play a role in implementation by supporting enrichment, mentoring students, and helping facilitate family engagement events. By working closely with school leadership, staff, and community partners, the program strengthens the connection between school, home, and community, ensuring every student has access to equitable, high-quality learning experiences beyond the instructional day.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Data will be gathered through student surveys, staff observations, attendance records, and family feedback. This information will be reviewed regularly by the program team to discuss and identify ways to improve program practices, curriculum, and enrichment activities. By reflecting on this data, staff can make intentional adjustments that strengthen student engagement and promote growth in social, emotional, and academic skills. This continuous cycle of reflection and improvement ensures that the program remains responsive to student needs and aligned with its overall goals.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

11

The Extended Learning Programs family handbook for 2025-26 is provided to all students and their families. The Handbook is available on the school website at: https://www.sacvalleycharter.org/apps/pages/index.jsp?uREC_ID=4426767&type=d&pREC_ID=2663404

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

ELO-P at SVCS includes the Afterschool Program, Summer Program and potentially an intercession program to meet the outside of the school year offering. The Budget for all three programs will not exceed the annual ELOP funding. Historically, SVCS has returned over \$200,000 per year; however, SVCS has developed a comprehensive program and expects to utilize a greater portion of the \$671,069 ELO-P allocation for 2025-26. The budget is included in SVCS' adopted budget and interim reports. Only allowed costs are made in compliance with the program requirements and the Coordinator and Budget & Accounting Specialists are aware of the program rules/regs and the FAQs.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

SVCS ensures proper implementation of the requirements as we are a single school and employees are easily able to meet and/or contact all employees and persons involved in operating the programs. Regular, frequent communication occurs to ensure the requirements are being met.

¹ (California Public Contract Code (CPC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Transitional Kindergarten and Kindergarten

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

Transitional Kindergarten parents/guardians are referred to outside LEA organizations due to low staff availability.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

ELO-P enrollment will prioritize unduplicated pupil families, including students who are English learners, foster or homeless youth, and those eligible for free or reduced-price meals. After those families have been offered placement, enrollment will be extended to other interested families.

Families will receive a link to an interest form, and a waitlist will be created once program capacity has been reached. All enrollment materials will be securely stored both digitally and in physical form once paper enrollment packets are completed.

Transportation will be provided only for activities held off-site, ensuring that all students have equitable access to enrichment opportunities beyond the school campus.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

At this time, there are no planned field trips outside of scheduled sports competitions. When competitions or off-site events are confirmed, the transportation department will be notified in advance to coordinate logistics.

All dates, durations, number of students, and event details will be discussed and documented as they are planned to ensure proper supervision, safety, and communication with families.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

There are no program fees.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Schedules are set up by grade level, grade grouping. Here are two examples:
Example week for grades K-3

WEEK 2 : (10/27-10/31)				
Monday	Tuesday	Wednesday	Thursday	Friday
Check in/snack 2:45-3:00	Check in/snack 2:45-3:00	Check in/snack 2:45-3:00	Check in/snack 2:45-3:00	check in/snack 2:45-3:00
Homework Time 3:00-3:45	Homework Time 3:00-3:45	Homework Time 3:00-3:45	Homework Time 3:00-3:45	club/activity :3:00-4:45
Recreation 3:45-4:00	Recreation 3:45-4:00	Recreation 3:45-4:00	Recreation 3:45-4:00	
Curriculum 4:00-4:45	Curriculum 4:00-4:45	Curriculum 4:00-4:45	Curriculum 4:00-4:45	
Cool down/ sign out 4:45-5:00	Cool down/ sign out 4:45-5:00	Cool down/ sign out 4:45-5:00	Cool down/ sign out 4:45-5:00	cool down/ sign out 4:45-5:00
Instructional time Break Down				
Monday: Homework time: 45 minutes dedicated to homework	Tuesday: Homework time: 45 minutes dedicated to home	Wednesday: Homework time: 45 minutes dedicated to home	Thursday: Homework time: 45 minutes dedicated to home	Friday:
Curriculum : ELA	Curriculum : MATH	Curriculum : ELA	Curriculum : MATH	

Example week for grade 4

Week 3: 11/3-11/7				
Monday	Tuesday	Wednesday	Thursday	Friday
Check in/snack 2:45-3:00	Check in/snack 2:45-3:00	Check in/snack 2:45-3:00	Check in/snack 2:45-3:00	check in/snack 2:45-3:00
Homework Time 3:00-3:45	Homework Time 3:00-3:45	Homework Time 3:00-3:45	Homework Time 3:00-3:45	club/activity :3:00-4:45
Recreation 3:45-4:00	Recreation 3:45-4:00	Recreation 3:45-4:00	Recreation 3:45-4:00	
Curriculum 4:00-4:45	Curriculum 4:00-4:45	Curriculum 4:00-4:45	Curriculum 4:00-4:45	
Cool down/ sign out 4:45-5:00	Cool down/ sign out 4:45-5:00	Cool down/ sign out 4:45-5:00	Cool down/ sign out 4:45-5:00	cool down/ sign out 4:45-5:00
Instructional time Break Down				
Monday: Homework time: 45 minutes dedicated to home	Tuesday: Homework time: 45 minutes dedicated to home	Wednesday: Homework time: 45 minutes dedicated to home	Thursday: Homework time: 45 minutes dedicated to home	Friday: Movie
homework help continued. extra math support	module 1			

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

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

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

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

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

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

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

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The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

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

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.