

## May Regular Board Meeting

Shanel Valley Academy

May 19, 2022 at 5:00 PM PDT to May 19, 2022 at 9:00 PM PDT

Zoom details TBD

### Meeting Details:

<https://us06web.zoom.us/j/84309222834?pwd=M3lsbTdLeXJlYVURDNuZVlTVTJlQkQ0O9>, +1 3017158592

Meeting ID: 84309222834

Passcode: 83E3^h!A

## Agenda

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|--|----------------|
| <b>I. Land Acknowledgment and Moment of Silence</b>                                  | <b>5:00 PM</b> |
| <b>II. Call to Order</b>   | <b>5:01 PM</b> |
| <b>III. Roll Call</b>  | <b>5:02 PM</b> |
| <b>IV. Public Comment Regarding Closed Session Items</b>                             | <b>5:07 PM</b> |
| <b>V. Closed Session</b>   | <b>5:15 PM</b> |
| <b>A. Public Employee Employment - Principal interviews</b>                          |                |
| <b>B. Public Employee Performance Evaluation - Certificated and Classified Staff</b> |                |
| <b>C. Employee Discipline/Dismissal/Release (Section 54957(b))</b>                   |                |
| <b>VI. Introductory Items</b>  | <b>7:00 PM</b> |
| <b>A. Reconvene in Open Session</b>  |                |
| <b>B. Report Out from Closed Session</b>   |                |
| <b>C. Approval of the Agenda</b>   |                |
| <b>VII. Public Comment &amp; Announcements on Non Agenda Items</b>                   | <b>7:05 PM</b> |

*This portion of the meeting is reserved for persons wishing to address the Board on items not on the agenda. Although the Board of Directors may briefly respond to statements or questions, under state law, matters presented under this item cannot be discussed or acted upon by the Board at this time. Individual public comments are limited to 3 minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board reserves the right to mute or remove a member of the public if comments or actions disrupt the Board meeting.*

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| <b>VIII. Public Comment &amp; Announcements on Agenda Items</b> | <b>7:10 PM</b> |
|---|----------------|

*This portion of the meeting is reserved for persons wishing to address the Board on items not on the agenda. Although the Board of Directors may briefly respond to statements or questions, under state law, matters presented under this item cannot be discussed or acted upon by the Board at this time. Individual public comments are limited to 3 minutes. If an interpreter is*

*needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board reserves the right to mute or remove a member of the public if comments or actions disrupt the Board meeting.*

## **IX. Public Hearing**

**7:15 PM**

### **A. Public Hearing for the 2021-2022 Local Control Accountability Plan (LCAP)**

The LCAPs will be available for public inspection at the Shanél Valley Academy and at the following [link](#) posted on the SVA website.. California Education Code sections 47604.33, 47606.5 and 52064 require that, on or before July 1 of each year, charter schools must complete a Local Control Accountability Plan (LCAP) and Annual Update, using the LCAP template adopted by the State Board of Education (SBE).

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The Shanél Valley Academy Board of Directors are required to adopt the LCAP by July 1, 2022 in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing for receiving public comment. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the LCAPs will be available for public inspection.

## **X. School Updates & Community Announcements**

**7:35 PM**

### **A. Parent Advisory Council Updates & Announcements**

### **B. Principal's Report**

### **C. Community Presentation: Vernon Budinger would like to propose some ideas for a dog exercise area on campus**

## **XI. Fiscal Updates**

**7:45 PM**

### **A. Fiscal Updates from Ed Tec**

Guest: Brian Holmes

## **XII. Health and Welfare Benefits for 22-23 SY**

**8:00 PM**

## **XIII. Classified Employee Retirement Benefits Discussion**

**8:15 PM**

## **XIV. Food Service Contracts and Operations**

**8:30 PM**

### **A. Review and Possible Approval of Walk-in Refrigerator**

### **B. Review and Possible Approval of Food Service Consultant Contract**

## **XV. Board Policies**

**8:45 PM**

### **A. BP #9 Section 504 - Policy, Procedures, and Parent Rights**

## **XVI. Discussion/Information**

**9:00 PM**

Presenter: Amy Frost

- UPK/UTK Grant - Due June 30th
- Community Schools Grant - Official Notification will come out by May 31, Our application was recommended for approval to the State Board of Education. we are awaiting approval for that.
- Form 700 - Thank you everyone for getting it in!

- Spring Celebration - May 7th: great success! Kids had fun, lots of smiles all around, CQI for next year: prepare better for windy conditions! We've raised around \$7000 from both block parties.
- Grand Opening - June 4th

## **XVII. Consent Agenda**

**9:10 PM**

### **A. Review and Approval of School Calendar 22-23SY**

### **B. Review and Approval of Bell Schedule 22-23SY**

### **C. Approval of Board Minutes**

Minutes reflect actions taken and provide information for the public.

### **D. Remote Board Meeting Vote**

In Recognition that Mendocino County is still in a state of public health emergency related to the covid-19 pandemic the SVA board proposes to continue meeting virtually, with an onsite attendance option available in the SVA conference room, for any members of the public who cannot attend virtually because of technical difficulties.

To continue meeting via teleconference, we are proposing the following resolution to acknowledge that there is a continuing state of emergency related to Covid-19 transmission, and that meeting in person would cause an undue burden (risk of transmission) on our community.

## **XVIII. Adjournment**

**9:15 PM**

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shanel Valley Academy	Eric Crawford, Principal	<a href="mailto:eric@shanelvalleyacademy.com">eric@shanelvalleyacademy.com</a> 707 744-1489

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Shanel Valley Academy engaged its educational partners on the use of funds for this year during 2021. Previous engagement opportunities include Local Control Accountability Plan 2021-22: <https://www.sanelvalleyacademy.com/accountability/> (page 6)

Shanel Valley Academy did not receive any additional funds through the Budget Act of 2021 that were not included in the 2021-22 LCAP and normally would be included due to a revision of the LCAP in September 2021.

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

Since the additional concentration grant add-on funding received was not sufficient to hire additional staff, Shanel Valley Academy is using the additional funding to provide additional hours for our existing paraprofessionals to provide additional direct services to students by working closely with teachers, the special education teacher, school counselor and principal to assist in delivery of standards-aligned lessons, support student achievement and promote school wide learning and climate goals.

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

The development of the ESSER III Expenditure Plan was first discussed with staff, Board President, and client manager over weekly planning sessions. Input was solicited from Board members and the public at a board meeting on 12/9/21. Parent input was solicited

through the LCAP community partner engagement process in May and June of 2021. Families and community members were also invited to comment on our revised LCAP, federal addendum and expenditure plans in our public hearing in September, and subsequent Board approval in the Regular September Board meeting. Additionally, the ESSER III plan was presented to the School Site Council on 11/30/21 and the Parent Advisory group on 12/8/21 and 1/11/2022. Finally, the plan went to the Board of Directors for approval on 1/20/22. At all meetings, proposed expenditures along with relevant data were reviewed and stakeholders were given the opportunity to propose revisions. In addition, strategic planning discussions regarding the school's fiscal health in its first year of operation were also taken into consideration in its development.

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

Shanel Valley Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with implementation of clear protocols with regards to daily health reviews, use of PPE, enhanced cleaning protocols. Any unvaccinated staff members are tested for COVID-19 twice weekly, and students have access to COVID-19 testing at any time. All students must test before returning to school after an illness. There has been no school-based transmission and no need to quarantine students. The diversion of staff time to implement these protocols and some parent resistance to masking have been the only challenges in implementing these protocols.

ESSER III expenditure plan implementation progress:

Shanel Valley Academy has been able to upgrade **technology** to ensure that students have the internet bandwidth available to access high-quality digital resources. This endeavor has brought high speed internet into the community that hasn't had this service previously. One challenge has been the delay in installation of a fiber network due to supply chain issues. The school has also been able to purchase PPE and upgrade the HVAC system to ensure students can safely return to classrooms for in-person learning.

The school has successfully implemented the **afterschool program** to include tutoring support for students who experienced learning loss due to distance learning. There are themed activities for each day of the week. The program hosts career speakers on Wednesdays to provide students exposure to programs and careers available in their community. It has been a challenge to adjust the structure of the after-school program to best meet the needs of the students. The school continues to improve the program to ensure a robust academic and enrichment opportunity for students.

The development of the **personalized learning plans** was delayed due to a delay in receiving the Chromebooks that allowed students to take the iReady assessment in ELA and Math. The teachers used this data, as well as anecdotal data on soft skills to create the personalized learning plans.

Shanel Valley Academy has changed the ESSER III Expenditure Plan **Additional Staffing Support** to Standards-aligned instruction. Due to a decrease in enrollment and less than forecast ADA, the school will use the funds to retain instructional staff and ensure small class sizes so that students get the support they need to recover from pandemic related learning loss.

**Student Social Emotional Health:** The school has successfully hired a counselor to support students social emotional health. The counselor does individual and some small group sessions. He also works with students around restorative practices as alternatives

to detention and suspension. The students are learning about consequences and how to restore relationships, and the teachers are learning how to implement restorative practices in their individual classrooms. The counselor's work has been integral to creating a positive school culture and climate, and as such a key piece to recruitment and retention of families and students. One challenge with supporting students social emotional health this year has been the unexpected scope of student issues.

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

Shanel Valley Academy is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. The plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with the Afterschool Program, Personalized Learning Plans, and Standards-Based Instruction actions that supplement the related LCAP actions (Goal 1, Actions 1-2, Goal 2, Action 3).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan Student Social Emotional Health action supplements the work previously outlined in the LCAP Social and Emotional Well-Being action (Goal 3, Action 2). The ESSER III expenditure plan Student Safety provisions actions supplement the LCAP Health and Safety action (Goal 1, Action 4).

As a new school, Shanel Valley Academy is working to standardize all our practices, procedures, and financial allocations to support the needs of our students. The school is fortunate to have the support of so many volunteers that help the school do the work when there isn't funding available to staff the necessary positions. There have been hours spent by teachers, staff, administrators, and volunteers to bring together all the components to create a positive learning environment for all students where they are encouraged to think creatively. The school is focused on supporting teachers to implement an innovative curriculum, such as Mindset Mathematics to ensure our students continue to be happy to come to school each day.

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

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

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

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

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

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

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



## Instructions

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

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

**Prompt 1:** *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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



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

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

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

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

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

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

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

California Department of Education  
November 2021

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shanel Valley Academy

CDS Code: 23 65615 0140814

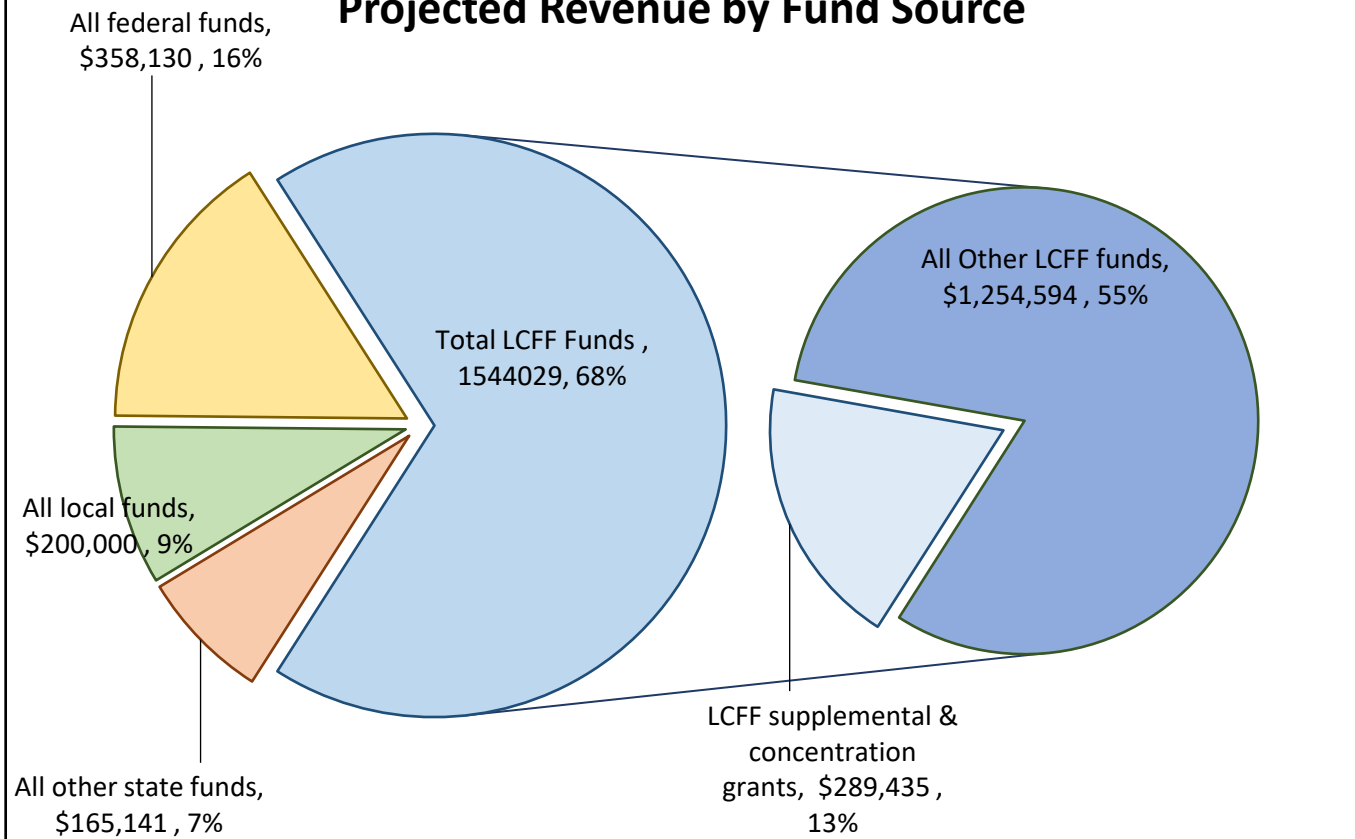
School Year: 2022 – 23

LEA contact information: Eric Crawford eric@shanelvalleyacademy.com 707 744-1489

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

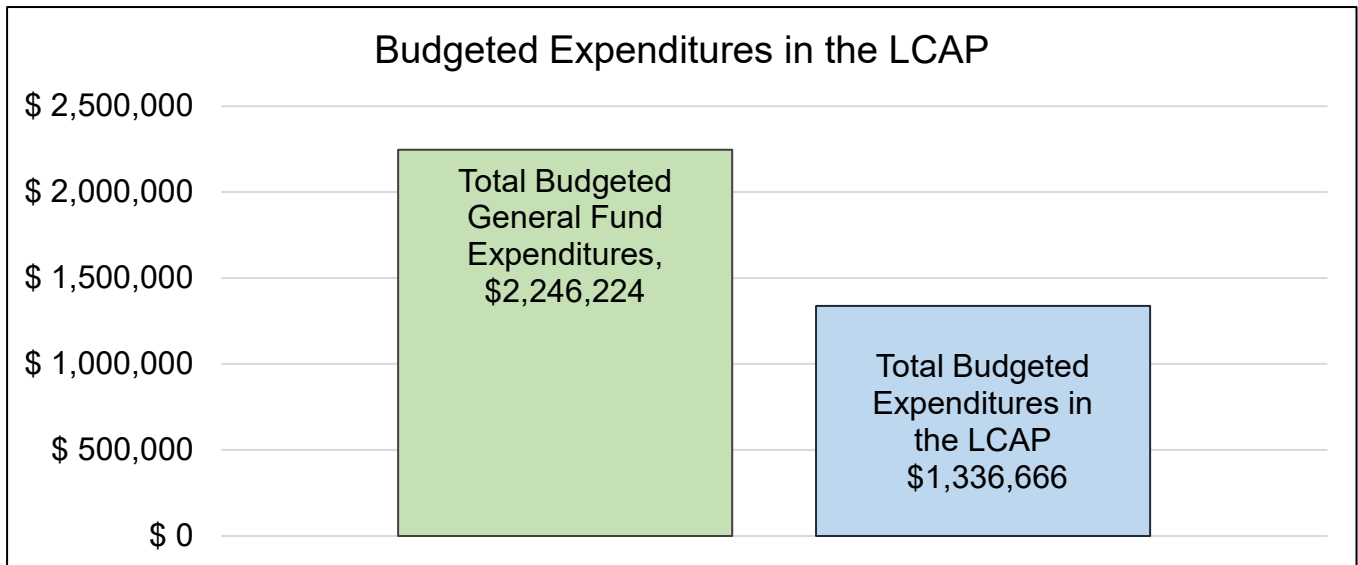


This chart shows the total general purpose revenue Shanel Valley Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shanel Valley Academy is \$2,267,300.00, of which \$1,544,029.00 is Local Control Funding Formula (LCFF), \$165,141.00 is other state funds, \$200,000.00 is local funds, and \$358,130.00 is federal funds. Of the \$1,544,029.00 in LCFF Funds, \$289,435.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Shanel Valley Academy plans to spend \$2,246,224.00 for the 2022 – 23 school year. Of that amount, \$1,336,666.00 is tied to actions/services in the LCAP and \$909,558.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

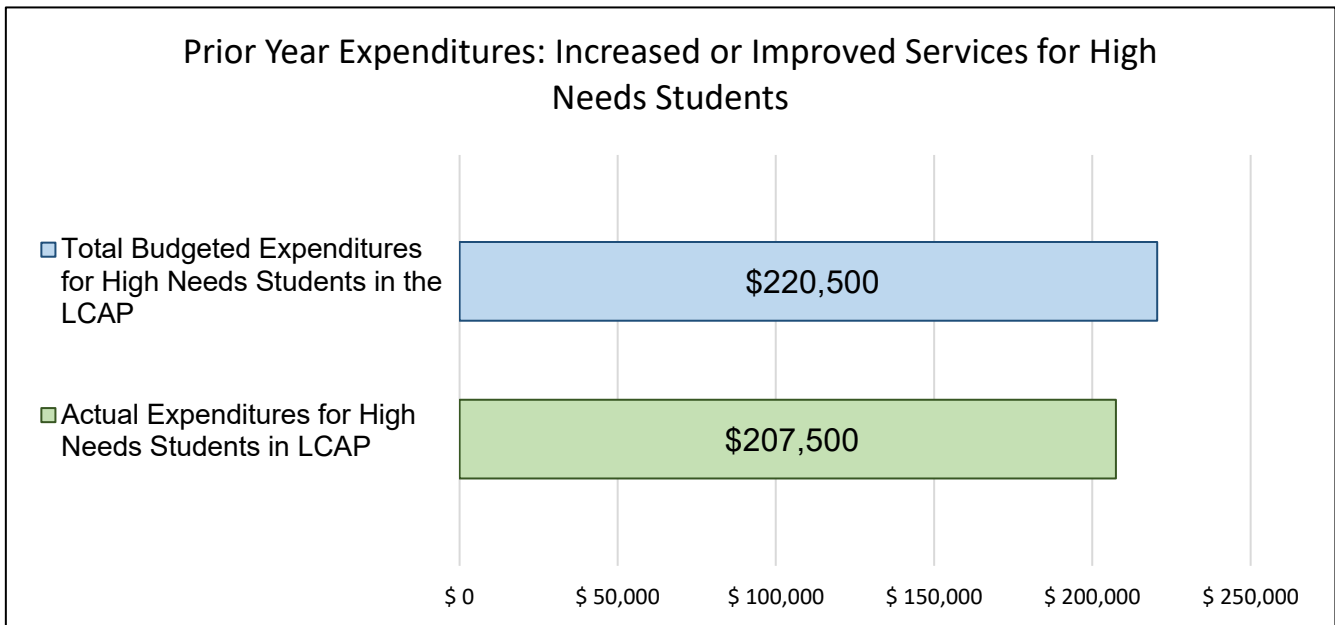
Business Office expenses, Oversight fees, legal fees, insurance, equipment leases.

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

In 2022 – 23, Shanel Valley Academy is projecting it will receive \$289,435.00 based on the enrollment of foster youth, English learner, and low-income students. Shanel Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Shanel Valley Academy plans to spend \$302,396.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021 – 22, Shanel Valley Academy's LCAP budgeted \$220,500.00 for planned actions to increase or improve services for high needs students. Shanel Valley Academy actually spent \$207,500.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$13,000.00 had the following impact on Shanel Valley Academy's ability to increase or improve services for high needs students:

Due to lower than projected enrollment, we received less funding than projected. These services were still provided to high needs students using different funding sources.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shanel Valley Academy	Eric Crawford Principal	<a href="mailto:eric@shanelvalleyacademy.com">eric@shanelvalleyacademy.com</a> 707 744-1489

## Plan Summary 2022-23

### General Information

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

Shanèl Valley Academy (SVA) is an independent charter school authorized by the Ukiah Unified School District to serve TK-8th grade students. The 2021-2022 school year was SVA's first year of operation. SVA is a community school designed by Hopland parents, neighbors and business owners. We envision a future in which all children are honored with equitable access to high quality education, and who are empowered to become critical thinkers and effective leaders. Shanél Valley Academy is a culturally responsive, community school where all students are valued and supported. SVA's team of educators, administrators and leaders strive for a community that demonstrates connection, compassion, collaboration, creativity and critical thinking while holding all parties to a high standard of excellence and empathy.

In the 2021-22 school year SVA served approximately 111 diverse TK-6th grade students with 23% of students identifying as Native American/Alaskan native, 31% identifying as Hispanic/Latino, and 32% identifying as White. 14% English Learners, 69% Socioeconomically disadvantaged, and 5% qualifying for special education services. The unduplicated pupil percentage is 69%.

### Reflections: Successes

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

The 2021-22 school year is SVA's inaugural year, and as such there is no CA Dashboard data to reflect upon this year. We are extremely proud of the collaboration of staff, families, students, and community members to successfully open the school and adequately provide all basic services, as well as additional services to meet the multifaceted needs of our students during this difficult time two years into the COVID-19 pandemic.

We have received positive feedback from parents and community members about how much our students love going to school here. The students are excited to return to school after each weekend. The collaboration is strong amongst teachers and students at our school and thus strong relationships are formed. As a result of these strong relationships, there have been zero suspensions or expulsions so far this

year. The community is very pleased to have a school open in their community again and we have been able to hold all three of our community engagement events this year. The local assessment data from iReady indicates there are many students below grade level, but we are proud of student gains in both reading and math in all student groups across the board. We plan to continue our program as implemented this year in order to continue to build on these successes.

## Reflections: Identified Need

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

The 2021-22 school year is SVA's inaugural year, and as such there is no CA Dashboard data to reflect upon this year. Our local assessment data from iReady indicates that many students are performing below grade level in both reading and math. ELA and Math achievement are identified areas of need. The school will implement a standards-aligned instructional program in ELA and Math and provide intervention services to ensure students progress towards meeting grade level standards.

Both daily attendance at 86.97%(at P-2 reporting) and chronic absenteeism at 43.81%(at the mid-year) are also identified areas of need. Despite feedback expressing that students want to come to school, the pandemic has made regular attendance challenging for some families. We plan to refine and communicate clear attendance protocols next year and reinstitute our home visit process to follow-up with families of students in danger of becoming chronically absent.

## LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2022-23 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

Goal 1: Shanèl Valley Academy(SVA) will maintain a safe and supportive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students.

Goal 2: SVA will Implement personalized learning plans developed in collaboration with families and students, that include robust opportunities for project-based, experiential learning, engagement in the wealth of cultural and natural resources in Hopland and opportunities for youth leadership and career exploration.

Goal 3: SVA will use school climate data, parent input and other educational partner feedback to ensure that SVA is a safe and supportive environment for students, all staff, families, and the community.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

SVA is a single school LEA that is not eligible for comprehensive support and improvement.

## ***Support for Identified Schools***

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

SVA is a single school LEA that is not eligible for comprehensive support and improvement.

## ***Monitoring and Evaluating Effectiveness***

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

SVA is a single school LEA that is not eligible for comprehensive support and improvement.



# Engaging Educational Partners

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

SVA leadership and governance have intentionally sought feedback from parents, community members and experts in the field of pedagogy, governance and charter school start-up. Efforts toward this goal included public notice of board meetings, monthly community engagement events, going door-to-door to share our charter petition, disseminating a survey with proposed LCAP goals and holding several public Q&A sessions. Resulting from the input received in these forums, LCAP goals as written in the initial charter petition were narrowed down to reflect the top priorities of parents and educators in the community.

Parents provided feedback during community engagement events and in our annual community and family survey administered in May 2022.

Teachers/Staff/Administrators have provided feedback during regular staff meetings and individual meetings. Feedback was also provided by participating in our annual staff survey administered in May 2022.

SELPA or Special Education Administrator was consulted during a May 9th meeting.

The 5th and 6th grade students collected surveys from students in each grade in April and tallied the results. They were thrilled to be employed as data scientists! Classroom teachers also held class meetings to discuss student perceptions on the school community and shared their responses with school administrators.

The Hopland Band of Pomo Indians (HBPI) provided feedback by participating in our annual community and family survey administered in May 2022.

SVA evaluated its stakeholder engagement opportunities and determined civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by SVA. Likewise, SVA teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Parents/Community

Strengths: A majority (80%) of respondents reported that they feel that their children are safe at school, they feel connected to the community, and included in decision-making. Students love going to school here. The students are excited to return to school after each weekend.

Needs: More intentional systems for communication with parents and community partners around emergency procedures and planning. Increased communication with parents of English learners and alignment with Pomo Education Center.

Teachers/Staff/Administrators

**Strengths:** 90% of employees who responded to the survey reported feeling safe at work, included in decision-making, and an important part of delivering high quality instruction in Math, ELA, project-based learning science, Art and social studies. 100% report bringing the values of compassion and kindness to their work at SVA.

**Needs:** Teachers have expressed that curricular resources have not been as robust as they would have preferred. Also, they need stronger internal communications, multi-tiered systems of support, and need stronger leadership to create alignment within and across departments and roles. They expressed they would like to see increased collaboration among parents, teachers and school leadership who support restorative practices.

#### SELPA or Special Education Administrator

**Strengths:**We learned a lot this year and never gave up on our vision to provide comprehensive support for inclusion for all SVA students. SVA and Mendo SELPA did the best we could with very limited resources available.

**Needs:**IEP process needs to be better defined and implemented. Partnerships with providers can be better managed, Local access to providers needs systemic improvements at scale to provide for all Mendocino County Schools

#### Students

**Strengths:**70% of students surveyed reported feeling safe at school, 73% of students reported feeling connected to school. Broad participation from a majority of our students (81%) and youth involvement in data collection is aligned with our collaborative, student-led approach to learning and leading. Many students enjoy taking the iReady assessments.

**Needs:** We want 100% of SVA students to feel safe and connected to school. One suggestion from the employee survey (weekly assemblies) may be one way to address this need in the 22-23SY.

#### Tribal Affiliation Hopland Band of Pomo Indians (HBPI)

**Strengths:** Consistent and strong support from the Hopland Band of Pomo Indians (HBPI) through collaborative leadership, information sharing and decision making at the Board level continues to be positive and productive

**Needs:** Increased communication and alignment with families, tribal health and Tribal education coordinator and heritage officer.

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

The Successes reflection was influenced by feedback from parents and community members stating how much students love coming to school.

Goal 1 Analysis was influenced by teacher feedback requesting more robust curricular resources. In response to teacher feedback about the need for more robust curricular resources we will continue with the Curriculum and Instructional Materials action and investigate and evaluate additional curriculum resources for possible purchase.

Goal 1 Analysis was also influenced by parents and teachers who have expressed the need for a change in the Nutrition program and the desire to bring nutrition in-house, hopefully establishing a farm to table type of program that reduces packaging and food waste. Through the new kitchens grant, we plan to address this feedback going forward.

Goal 2 analysis and the Assessments action were influenced by teacher feedback indicating that the Otus data management system wasn't meeting their needs, and it was removed from the Action description.

# Goals and Actions

## Goal 1

Goal #	Description
1	Shanèl Valley Academy(SVA) will maintain a safe and supportive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students.

An explanation of why the LEA has developed this goal.

This goal was developed to meet the requirements outlined in State priorities 1 and 2 (basic services and implementation of state standards). Stakeholder input reinforced our strategies to meet this goal by demonstrating robust interest in our culture and climate goals, pedagogical approach and recruitment of a strong teaching and leadership team. Identifying these three basic elements of any school: learning environment, curriculum and high quality educators establishes SVA's commitment to a strong foundation of respect for students, staff and our community and reflects SVAs commitment to the responsibility of preparing students to succeed in school and life.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of core and EL teachers are properly credentialed and appropriately assigned  Source: SARC	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local	.	.	100% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards Source: Local Data	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Source: SARC	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24
% of students that have access to and are enrolled in a broad course of study Source: Local Data	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24
Gauge that facilities meet the “good repair” standard Source: SARC	Baseline will be established 21-22	Met Data Year: 2021-22 Data Source: Local			Met Data Year: 2023-24

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-aligned instruction	Provide high-quality standards-aligned instruction aligned to SVA's mission and vision with an interest in student-led, experiential and project-based learning and experience designing and implementing standards-based curriculum, assessments, and equitable evaluation of students.	\$486,300	N
2	Curriculum and Instructional Materials	Provide high-quality standards-aligned curriculum and instructional materials to support delivery of curriculum, differentiation of instruction and personalized, project-based learning. <ul style="list-style-type: none"> <li>• Paper-based curriculum</li> <li>• Instructional Technology: hardware and software</li> <li>• Classroom libraries</li> <li>• Manipulatives</li> </ul>	\$40,600	N
3	Broad Course of Study	Ensure all students have access and are enrolled in a broad course of study <ul style="list-style-type: none"> <li>• Subjects include Physical Education, Science and Engineering, and the Arts</li> <li>• Enrichment opportunities include outdoor education, gardening, arts, weaving, music, Hopland history and cultural heritage, field trips, guest speakers, and L-MIT's problem solving with inventing curriculum and coaching</li> </ul>	\$5,000	N

Action #	Title	Description	Total Funds	Contributing
4	Health and Safety	Provide a clean, healthy, and safe school environment <ul style="list-style-type: none"> <li>• implementation of a comprehensive school safety plan includes training all school staff, volunteers, and parents</li> <li>• Cleaning</li> <li>• Maintenance and improvements</li> <li>• Health and safety supplies</li> <li>• School nutrition program</li> <li>• Facilities rent, utilities, insurance, and internet</li> </ul>	\$210,750	N

## Goal Analysis for 2021-22

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except our weaving supplies have not been used as planned for our project with Hopland history. Successes include implementation of the Playworks program that has provided Physical Education and activities, providing composting outdoor education, and arts projects. SVA has also successfully met the goal of a one to one ratio of devices to students. All teachers have computers and Smartboards and have access to the MacLab. The school library has exceeded expectations because we ended up with a volunteer three times a week who has fully resourced and cataloged everything, implementing a scanning system for inventory control. The classrooms visit the library once a week (PCSG). The children have made requests for specific titles and/or subject matter and the librarian has ordered new books based on these requests. Teachers have expressed appreciation for this resource. The school has had strong COVID protocol implementation this year which has been the source of mixed feedback from teachers, families, and the communities with some desiring strong masking and social distancing protocols and others in favor of relaxing these protocols. The school was able to successfully hire a business manager to help with insurance, legal, and facilities issues.

Some challenges include delays with getting some projects started. For example, teachers are still using small classroom printers to print instructional materials due to a shipping delay with a high-quality, high output printer. Some projects were slower to get started than originally planned. Teachers have expressed that curricular resources have not been as robust as they would have preferred. Classroom libraries are being built. Hiring maintenance personnel has been a challenge this year due to overall staffing shortages. Our parents and



teachers have expressed the need for a change in the Nutrition program and the desire to bring nutrition in-house, hopefully establishing a farm to table type of program that reduces packaging and food waste.

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

The differences were due to the need to reduce costs because of lower than projected enrollment.

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

The Standards-aligned instruction and Curriculum and Instructional Materials actions have been successful as evidenced by 100% of curriculum materials being adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards and 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home. However, teachers have expressed the need for more robust curricular resources. The Broad Course of Study action is effective as evidenced by 100% of students with access to and enrolled in a broad course of study and 100% of core and EL teachers are properly credentialed and appropriately assigned. The Health and Safety actions effectiveness is demonstrated by the Good rating on the facilities inspection.

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

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice. In response to teacher feedback about the need for more robust curricular resources we will continue with the Curriculum and Instructional Materials action and investigate and evaluate additional curriculum resources for possible purchase. In response to parents and teachers who have expressed the need for a change in the Nutrition program and the desire to bring nutrition in-house, hopefully establishing a farm to table type of program that reduces packaging and food waste. Through the new kitchens grant, we plan to address this feedback going forward, but are not changing the description of the nutrition program in the health and safety action.

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

## Goal 2

Goal #	Description
2	SVA will Implement personalized learning plans developed in collaboration with families and students, that include robust opportunities for project-based, experiential learning, engagement in the wealth of cultural and natural resources in Hopland and opportunities for youth leadership and career exploration.

An explanation of why the LEA has developed this goal.

This goal was developed to fulfill our requirement to meet the needs of state priorities 3, 4 and 7 with the recognition that student achievement, course access and family/community engagement are deeply related. Stakeholder input from families, teachers and community members made it clear that this goal is deeply rooted in the dreams and visions that the Hopland community holds for its youth. To respond to the challenges and opportunities of the future, today's students must be prepared to be culturally competent, collaborative, creative, resilient and self-aware. Implementing curriculum and systems to support this goal will be through collaborative efforts among caring and committed adults seeking to provide a strong start in life for SVA students. Goal #2 also supports the local priority to increase and track family engagement, incorporating community input on decision-making and planning and partner with parents and the community to provide robust learning opportunities for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Reading and Math: % meeting Fall to Spring growth target Source: Local data	Baseline will be established 21-22	Spring results pending Data Year: 2021-22 Data Source: iReady	.	.	Reading: 65% Math: 60% Data Year: 2023-24
EL Reclassification Rate Source: Dataquest Reclassification	Baseline will be established 21-22	Data Not Available Yet Data Year: 2021-22			15% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress  Source: CA Dashboard ELPI	Baseline will be established 21-22	Data Not Available Yet  Data Year: 2021-22			55%  Data Year: 2022-23
ELA CAASPP Distance from Standard for all students and all numerically significant subgroups    Source: CA Dashboard	Baseline will be established 21-22	Data Not Available Yet  Data Year: 2021-22			25 points below standard  Data Year: 2022-23
Math CAASPP Distance from Standard for all students and all numerically significant subgroups    Source: CA Dashboard	Baseline will be established 21-22	Data Not Available Yet  Data Year: 2021-22			65 points below standard  Data Year: 2022-23

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>All teachers will receive high-quality Professional Development in teaching teams comprised of grade-alike groups (for example Tk-K, K-1st and 1st-2nd grade teachers will form one Professional Learning Circle), and they will be encouraged to set goals, develop curriculum, and support each other's professional growth during the two hours set aside in the schedule each week for PLC meetings, professional learning opportunities to support PLC goals will be provided as well.</p> <ul style="list-style-type: none"> <li>● Personalized learning plans that include access to project-based, culturally inclusive curriculum</li> <li>● PowerSchool, iReady, Otus/Otus Plans for data-based decision making that drive the improvement cycle of "Plan, Do, Study, Act."</li> <li>● Project-based, experiential learning</li> <li>● Implicit Bias/ Cultural influences on student/parent engagement and decision-making</li> <li>● Restorative practices</li> <li>● Discretionary Professional development budget for teachers to further individual professional goals.</li> <li>● Lead teacher and principal will support the establishment of professional learning circles among teaching teams, in addition to establishing whole staff learning circles to explore and develop common practices when appropriate.</li> </ul>	\$8,550	N
2	Instructional Coaching	The principal will observe and assess educators periodically throughout the school year and conduct coaching sessions to set goals and identify strategies to improve student outcomes.	\$42,000	Y

Action #	Title	Description	Total Funds	Contributing
3	Academic Support	Recruit and retain paraprofessionals who can support students with specific academic needs. Paraprofessionals will work closely with teachers, the special education teacher, school counselor and principal to assist in delivery of standards-aligned lessons, support student achievement and promote school wide learning and climate goals.	\$76,000	Y
4	Assessments	<p>SVA will assess students 2-3 times annually to ensure all students are making progress and to develop intervention plans for those students who are not making adequate progress.</p> <ul style="list-style-type: none"> <li>• i-Ready for Reading and Math</li> <li>• Data services</li> </ul>	\$26,600	N
5	Special Education	<p>SVA will ensure all students with special needs receive the support they need to access the curriculum and progress towards mastery of their IEP goals and the CA content standards</p> <ul style="list-style-type: none"> <li>• full time special education teacher who is committed to SVA's mission and vision with experience working with Native American students, understanding of reporting requirements and a demonstrated passion for inclusion.</li> <li>• paraprofessionals who can support students with special needs with IEP goal achievement and mastery of content standards.</li> <li>• Partnership and collaboration with Mendocino County SELPA</li> </ul>	\$116,400	N

Action #	Title	Description	Total Funds	Contributing
6	English Language Development	<ul style="list-style-type: none"> <li>Principal and Lead Teacher in collaboration with parents and community members will conduct periodic assessment of ELD services to ensure they are meeting the needs of our English Learners.</li> <li>Lead Teacher will collaborate with paraprofessionals to provide designated ELD support to all English Learners</li> <li>ELD Curriculum               <ol style="list-style-type: none"> <li>National Geographic Reach for Reading and Reading Panorama</li> <li>Reading A-Z</li> <li>Newsela</li> </ol> </li> <li>iReady with ELD Components</li> <li>ELD Professional Development and Coaching (Duplicate Goal 2, Action 2) will be provided to all teachers to promote high quality integrated ELD instruction within the core instructional program.</li> </ul>	\$38,000	Y

## Goal Analysis for 2021-22

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Professional development was successful in providing teachers and administrators time to develop all of the components for a new school. There was a lot of planning and decision-making to be done and it is difficult to find the time to collaboratively make all of these decisions. Providing iReady and Otus Data Management professional development at the beginning of the year was overwhelming. Teachers were also trying to collaboratively determine what data points should be included in the personalized learning plans. During this work, teachers expressed that Otus was not meeting their needs for this work. This made completing the first report cards challenging. In terms of

Instructional Coaching, there are several new teachers who needed more support than the school was able to provide this year. Teachers have been able to implement project-based learning as a result of their professional development time and we are seeing a lot of collaboration occurring within classrooms and across grades. Our Academic Support action has been successfully implemented with strong teacher collaboration leading to strategic placement of the paraprofessionals to best meet the needs of students. The teachers, paraprofessionals, special education staff, and school counselor have all been very flexible and willing to make shifts to best meet the needs of students. Special Education has been a challenge this year due to staffing shortages. We were able to hire an instructional consultant to support our special education teacher and have been making efforts to collaborate with the SELPA for additional support.

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

The differences were due to the need to reduce costs because of lower than projected enrollment.

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

The Professional Development, Assessments, and Academic Support actions have been successful as evidenced by the iReady assessment data. We do not yet have data to assess the effectiveness of the English Language Development or Special Education actions.

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

The school is not making any changes to the planned goal, or desired outcomes for the coming year based on the reflections on prior practice. In response to teacher feedback, we have removed the use of Otus for data collection and analysis from the Assessments action. We are looking into revising the instructional coaching model next year to ensure all of the teachers receive the needed support, but are not ready to change the action description until we have fully developed our plan.

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

### Goal 3

Goal #	Description
3	SVA will use school climate data, parent input and other educational partner feedback to ensure that SVA is a safe and supportive environment for students, all staff, families, and the community.

An explanation of why the LEA has developed this goal.



This goal was developed to meet the requirements outlined in State priorities 5 and 6 (Student engagement and school climate) and was refined after reflection on educational partner input. State priority 8 (other student outcomes) for SVA is defined by equity: this goal is developed and will be implemented with consideration for cultural, racial, and economic biases that may affect decision-making. Support for this is reflected in actions and projects funded by additional grants received by the charter school and include curriculum reviews conducted by the Hopland band of Pomo Indians and educator coaching and training in Strengths, restorative practices and internal bias.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	0% Data Year: 2021-22 Data Source: SIS	.	.	<2%
Expulsion Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	0% Data Year: 2021-22 Data Source: SIS			0%
Average Attendance Rate	Baseline will be established 21-22	86.97% Data Year: 2021-22 Data Source: P2			93%
Chronic Absence Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	43.81% (as of 12/21) Data Year: 2021-22 Data Source: SIS			<10%
Family Survey Response Rate	Baseline will be established 21-22	14% Data Year: 2022-22			60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	80% Data Year: 2021-22 Data Source: Parent Survey			85%
Parent Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	80% Data Year: 2021-22 Data Source: Parent Survey			80%
Student Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	70% Data Year: 2021-22 Data Source: Student Survey			90%
Student Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	73% Data Year: 2021-22 Data Source: Student Survey			90%
Teacher Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	90% Data Year: 2021-22 Data Source: Teacher Survey			90%
Teacher Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	90% Data Year: 2021-22 Data Source: Teacher Survey			90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of community engagement events	Baseline will be established 21-22	3 Data Year: 2021-22 Data Source: Local Data			4

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Activities	<p>SVA will ensure a positive and supportive school culture by providing fun, enriching student activities throughout the school year for all students.</p> <ul style="list-style-type: none"> <li>• Singing Tree Project: Unity through Creativity foundation to support in co-development of a school mural. Students gain career-ready, leadership, engineering, science, art, and project management skills, and the whole community gains public art and inspiration to dream about the possibilities for our collective future.</li> <li>• Student field trips incorporating community businesses and the Hopland Research and Extension Center</li> <li>• Spirit Week, Fitness Challenges, and Game Days</li> </ul>	\$64,470	N

2	Social and Emotional Well-being	<p>Decision-making throughout our charter development process was and continues to be collaborative including the diverse voices of our community members, local tribal Council, pillar business, families and students. To continue in this vein, Teachers will receive several hours of personalized coaching and professional development to collaboratively establish systems for positive behavior management including morning meeting, circles, and restorative conversations.</p> <ul style="list-style-type: none"> <li>● Utilizing the Forced Choice Positive Reinforcement Survey to help narrow down what motivates students learning/rewards</li> <li>● Restorative Practices and Positive Behavior Intervention and Supports</li> </ul> <ol style="list-style-type: none"> <li>1) Social Groups- Utilized as a Tier 2 when data shows a need of more interventions from the Care Team staff- Tier 2 team</li> <li>2) Restorative classroom- Bear's Lair (forest themed, with a "campfire" to sit around) to provide a calming area for students to resolve emotional challenges or interpersonal conflicts with the support of a trained school counselor.</li> <li>3) Behavioral Passes to (Bears/Lair) for immediate positive reinforcements</li> <li>4) Conflict Managers Program</li> <li>5) Tier 1-3 behavioral implementation throughout site</li> <li>6) Team Care meetings w/staff, student and parent to discuss further needs for the well being of the student</li> <li>7) Suicide Prevention: Awareness, Prevention, Post Intervention</li> <li>8) PBIS Extrinsic/Intrinsic Rewards</li> </ol> <ul style="list-style-type: none"> <li>● Social Emotional Learning: SVA's full-time school counselor will implement a site specific SEL curriculum that includes developing student strengths and confidence.</li> </ul>	\$102,500	Y
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Action #	Title	Description	Total Funds	Contributing
		1) Playworks Curriculum implemented school-wide: a wellness, youth leadership and physical activity program that includes supporting the development of social emotional competencies including self-efficacy and self-awareness. 2) CASEL standards utilized for school-wide classroom management 3) Teachers trained and provided access to Harmony SEL and Every Monday Matters curriculum.		

Action #	Title	Description	Total Funds	Contributing
3	Family/Community Engagement	<ul style="list-style-type: none"> <li>● Regular Family Communication ensuring awareness of current programs and policies, upcoming opportunities for participation, as well as individual family communication regarding student progress.</li> <li>● Family/Community Events: These events are designed to support student learning, reinforce school-wide learning goals and invite the community to celebrate youth, come together in community and support SVA's sustainability.               <ol style="list-style-type: none"> <li>i. Student exhibitions of learning such as the Science/ engineering fair, SVA's Harvest Festival, Art exhibitions, and student performances.</li> <li>ii. School, Family, Community events such as the SVA Camp-Out and Cookoff</li> <li>iii. Cultural celebrations and events honoring local traditions and tribal heritage (Hopland History project)</li> </ol> </li> <li>● Attendance Engagement using Attendance Works to gather baseline data and set goals, and then assess progress on these goals.               <ol style="list-style-type: none"> <li>1) Home Visits for those that are chronically absent to see what barriers are in place preventing them from getting students to school</li> <li>2) Incentivizing students that are chronically absent with intrinsic/extrinsic rewards (Bear's Lair)</li> <li>3) Daily Check ins with students and families to assist with breaking down barriers</li> <li>4) Attendance Contracts with students/families to help motivate getting students to school</li> <li>5) Provide students with positive engagement to help them "want to be at school" i.e meeting with their favorite staff member or allowing check in with principal, counselor etc..</li> </ol> </li> </ul>	\$119,496	Y

## Goal Analysis for 2021-22

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except for the SVA Camp-Out and Cookoff that we were unable to hold due to restrictions from our insurance carrier. We were also not able to train teachers and provide access to Harmony SEL and Every Monday Matters curriculum. The Student Activities action has been successful. The Singing Tree Project exceeded our expectations with the creation of an incredible mural for our campus. We have been able to have a Halloween festival, a science fair, a community partner fundraiser, and then have field trips and our Grand Dedication Ceremony coming soon. Each teacher will bring something from their class to present at the Ceremony.

Our Counselor has worked collaboratively with teachers to provide strong support for student social and emotional well-being. The Bear's Lair has many features that make it a place that students want to go. Students have had a lot of mental health/social emotional needs this year and the counselor has been essential and the Playworks curriculum has also been very supportive. We have been working on the development of the PBIS system with teachers.

Our Family/Community Engagement action has been successfully implemented with regular notifications from ParentSquare. The timing of the notifications can be improved. We have been able to hold all of our in-person events outside this year.

The pandemic has made student attendance challenging this year. Our home visit process initiated but follow up has been difficult with the pandemic. Next year, we have a lot of work to do around refining and communicating attendance protocols to our families.

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

The differences were due to the need to reduce costs because of lower than projected enrollment.

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

The Student Activities and Social Emotional Well-Being actions have been successful as evidenced by zero suspensions or expulsions this year. They have also been successful with 73% of students at a new school during a pandemic expressing they feel connected with the school community. The Attendance Support component of the Family/Community Engagement action has not been effective since both daily attendance at 86.97%(at P-2 reporting) and chronic absenteeism at 43.81%(at the mid-year) are identified areas of need. Despite feedback expressing that students want to come to school, the pandemic has made regular attendance challenging for some families. The Family Communication and Family/Community Events components of the Family/Community Engagement action have been successful as evidenced by 90% of teachers, 80% of parents, and 73% of students feeling connected to the school community.

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

SVA has replaced the term stakeholder with educational partner in the goal language and goal description to ensure our language choices are inclusive of all members of our school community.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice. We plan to refine and communicate clear attendance protocols next year and reinstitute our home visit process to follow-up with families of students in danger of becoming chronically absent, but are not changing the details of the action.

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$289,435	\$26,723

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.07%	0%	\$0	23.07%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.



## **A- Academic Growth and Achievement**

### **Needs, Conditions, Circumstances**

We do not have achievement data for our students on the CA dashboard since we are a new school.

### **Actions**

Based on a review of the demographics of the students we expect to enroll this year, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have developed a tiered system of interventions providing paraprofessionals to support instruction for students who are struggling. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates with the support of their classroom teacher and the paraprofessionals. All teachers will receive ongoing instructional coaching from the principal to set goals and identify strategies to improve student outcomes.

### **Academic Support**

#### **English Language Development**

#### **Instructional Coaching**

### **Expected Outcomes**

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim for at least a 15% Reclassification rate and a high rate of English Learner Progress. We plan to use iReady Reading and Math data to gauge progress throughout the year.

## **B- Student Engagement**

### **Needs, Conditions, Circumstances**

In order to achieve our academic growth and achievement goals we know that students must feel the school environment is safe and supportive, and we know that families and our larger community are critical partners in the endeavor. Our students from socioeconomically disadvantaged backgrounds and our English Learners may need additional support from our School Counselor and our implementation of Social Emotional Learning resources to support their well-being and remove additional barriers to learning and engagement. These students will also benefit from the use of culturally responsive Restorative Practices to support positive behaviors. Our Social and Emotional Health well-being action adds a school counselor who provides direct services to students in need and coordinates the restorative discipline program, positive behavior supports and interventions and the social emotional learning program for the school, including the Bear's Lair as a dedicated physical space to provide a safe and comfortable place for students to take a break or engage in counseling.

### **Actions**

## Social and Emotional Health Well-being

### Family/Community Engagement

#### Expected Outcomes

By implementing strategic actions in support of student social and emotional health and well-being, we hope to achieve our goals in academic growth and achievement and to have a low suspension and chronic absence rate, high daily attendance rates, as well as positive indicators that students feel safe and connected to the SVA school community. We will monitor progress for our Unduplicated students annually in student engagement (attendance, chronic absenteeism), climate (suspension and expulsion, climate survey). The school leadership team will review the data on these indicators to ensure that our students make steady progress toward the measurable outcomes.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SVA will increase services 24.11% for high needs students through the following LEA-wide actions:

Goal 2, Action 2 Instructional Coaching \$42,000 = 3.35%

Goal 2, Action 3 Academic Support \$38,000 = 3.03%

Goal 2, Action 6 English Language Development \$38,000 = 3.03%

Goal 3, Action 2 Social and Emotional Health Well-being \$102,500 = 8.17%

Goal 3, Action 3 Family/Community Engagement \$81,896 = 6.53%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SVA is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s):

Goal 2, Action 3 Academic Support increases the number of classified staff (paraprofessionals) who provide direct services to students in the classroom in the form of small group or individual instruction.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Shanel Valley Academy 1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Shanel Valley Academy 1:15

## 2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,180,950	\$ -	\$ -	\$ 155,716	1,336,666	\$ 887,800	\$ 448,866

[illegible]

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,254,594	\$ 289,435	23.07%	0.00%	23.07%	\$ 302,396	0.00%	24.10%	Total:	\$ 302,396
								LEA-wide Total:	\$ 302,396
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2	Instructional Coaching	Yes	LEA-wide	All	All Schools	\$ 42,000	0.00%
2	3	Academic Support	Yes	LEA-wide	All	All Schools	\$ 38,000	0.00%
2	6	English Language Development	Yes	LEA-wide	N/A	All Schools	\$ 38,000	0.00%
3	2	Social Emotional Well Being	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 102,500	0.00%
3	3	Family/Community Engagement	Yes	LEA-wide	N/A	All Schools	\$ 81,896	0.00%

## 2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,315,107.00	\$ 1,020,500.00

[illegible]

## 2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 188,402	\$ 220,500	\$ 207,500	\$ 13,000	0.00%	0.00%	0.00% - No Difference

[illegible]

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,936,684	\$ 188,402	0.00%	6.42%	\$ 207,500	0.00%	7.07%	\$0.00 - No Carryover	0.00% - No Carryover



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

## **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.



**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year:*** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:



- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

**Shanel Valley Academy**  
**Income Statement**  
**As of Apr FY2022**

	Actual			YTD	Budget						
	Feb	Mar	Apr		Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>											
<b>Revenue</b>											
LCFF Entitlement	-	-	300,077	739,693	1,278,628	1,004,154	1,004,154	-	(274,474)	264,461	74%
Federal Revenue	-	3,850	26,604	255,469	237,656	850,767	850,767	-	613,110	595,297	30%
Other State Revenues	-	586	-	1,616	120,813	122,329	122,329	-	1,516	120,713	1%
Local Revenues	310,952	35,911	(156,151)	190,712	-	-	-	-	-	(190,712)	
Fundraising and Grants	-	2,045	1,142	216,349	250,000	215,207	216,349	1,142	(33,651)	0	100%
<b>Total Revenue</b>	<b>310,952</b>	<b>42,392</b>	<b>171,671</b>	<b>1,403,840</b>	<b>1,887,097</b>	<b>2,192,457</b>	<b>2,193,599</b>	<b>1,142</b>	<b>306,501</b>	<b>789,759</b>	<b>64%</b>
<b>Expenses</b>											
Compensation and Benefits	100,764	106,093	98,823	893,158	1,068,397	1,137,105	1,142,207	(5,102)	(73,810)	249,049	78%
Books and Supplies	12,828	31,968	29,718	300,998	211,089	521,167	521,167	-	(310,078)	220,170	58%
Services and Other Operating Expenditures	21,368	31,329	20,873	247,675	384,540	443,985	457,440	(13,455)	(72,900)	209,765	54%
Depreciation	-	-	-	-	9,319	25,678	25,678	-	(16,359)	25,678	0%
Other Outflows	10,041	15,919	43,032	96,159	-	7,879	7,879	-	(7,879)	(88,281)	1221%
<b>Total Expenses</b>	<b>145,001</b>	<b>185,309</b>	<b>192,446</b>	<b>1,537,990</b>	<b>1,673,346</b>	<b>2,135,814</b>	<b>2,154,371</b>	<b>(18,557)</b>	<b>(481,025)</b>	<b>616,380</b>	<b>71%</b>
<b>Operating Income</b>	<b>165,952</b>	<b>(142,917)</b>	<b>(20,774)</b>	<b>(134,151)</b>	<b>213,752</b>	<b>56,643</b>	<b>39,228</b>	<b>(17,415)</b>	<b>(174,524)</b>	<b>173,378</b>	
<b>Fund Balance</b>											
Beginning Balance (Unaudited)					310,217	312,217	312,217				
Operating Income					213,752	56,643	39,228				
<b>Ending Fund Balance</b>					<b>523,969</b>	<b>368,860</b>	<b>351,445</b>				
Fund Balance as a % of Expenses					31%	17%	16%				



**Shanel Valley Academy**  
**Income Statement**  
**As of Apr FY2022**

**KEY ASSUMPTIONS**

**Enrollment Summary**

K-3

4-6

**Total Enrolled**

**ADA %**

K-3

4-6

**Average ADA %**

**ADA**

K-3

4-6

**Total ADA**

Actual			YTD	Budget						
Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				77	75	75	-	(2)		
				53	30	30	-	(23)		
				<b>130</b>	<b>105</b>	<b>105</b>	-	(25)		
				95.0%	89.0%	89.0%	0.0%	-6.0%		
				95.0%	89.0%	89.0%	0.0%	-6.0%		
				<b>95.0%</b>	<b>89.0%</b>	<b>89.0%</b>	<b>0.0%</b>	<b>-6.0%</b>		
				73.15	66.75	66.75	-	(6.40)		
				50.35	26.70	26.70	-	(23.65)		
				<b>123.50</b>	<b>93.45</b>	<b>93.45</b>	-	(30.05)		

**Shanel Valley Academy**  
**Income Statement**  
**As of Apr FY2022**

Actual				YTD	Budget							
				Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast	% Current Forecast Spent	
								Current Forecast	Current Forecast	Remaining		
Feb	Mar	Apr										
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	-	-	191,080	529,427	895,077	728,525	728,525	-	(166,551)	199,098	73%
8012	Education Protection Account Entitlement	-	-	7,496	13,671	24,700	18,690	18,690	-	(6,010)	5,019	73%
8096	Charter Schools in Lieu of Property Taxes	-	-	101,501	196,595	358,851	256,939	256,939	-	(101,913)	60,343	77%
SUBTOTAL - LCFF Entitlement		-	-	300,077	739,693	1,278,628	1,004,154	1,004,154	-	(274,474)	264,461	74%
Federal Revenue												
8220	Child Nutrition Programs	-	3,850	-	4,982	97,256	53,150	53,150	-	(44,107)	48,167	9%
8291	Title I	-	-	-	-	28,000	23,450	23,450	-	(4,550)	23,450	0%
8292	Title II	-	-	-	-	2,400	2,010	2,010	-	(390)	2,010	0%
8294	Title IV	-	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8298	Implementation Grant	-	-	26,604	250,487	100,000	498,000	498,000	-	398,000	247,513	50%
8299	All Other Federal Revenue	-	-	-	-	-	264,157	264,157	-	264,157	264,157	0%
SUBTOTAL - Federal Revenue		-	3,850	26,604	255,469	237,656	850,767	850,767	-	613,110	595,297	30%
Other State Revenue												
8381	Special Education - Entitlement (State	-	-	-	-	64,838	52,077	52,077	-	(12,761)	52,077	0%
8382	Special Education Reimbursement (State	-	-	-	-	19,500	-	-	-	(19,500)	-	-
8520	Child Nutrition - State	-	586	-	1,616	10,806	2,453	2,453	-	(8,353)	837	66%
8560	State Lottery Revenue	-	-	-	-	25,669	22,254	22,254	-	(3,415)	22,254	0%
8590	All Other State Revenue	-	-	-	-	-	45,545	45,545	-	45,545	45,545	0%
SUBTOTAL - Other State Revenue		-	586	-	1,616	120,813	122,329	122,329	-	1,516	120,713	1%
Local Revenue												
8660	Interest	-	-	38	38	-	-	-	-	-	(38)	-
8699	All Other Local Revenue	-	-	458	458	-	-	-	-	-	(458)	-
8999	Uncategorized Revenue	310,952	35,911	(156,647)	190,217	-	-	-	-	-	(190,217)	-
SUBTOTAL - Local Revenue		310,952	35,911	(156,151)	190,712	-	-	-	-	-	(190,712)	-
Fundraising and Grants												
8802	Donations - Private	-	2,045	1,142	216,349	250,000	215,207	216,349	1,142	(33,651)	0	100%
SUBTOTAL - Fundraising and Grants		-	2,045	1,142	216,349	250,000	215,207	216,349	1,142	(33,651)	0	100%
TOTAL REVENUE												
		310,952	42,392	171,671	1,403,840	1,887,097	2,192,457	2,193,599	1,142	306,501	789,759	64%

**Shanel Valley Academy**  
**Income Statement**  
**As of Apr FY2022**

Actual				YTD	Budget						
					Approved	Previous	Current	Previous	Approved	Current	
					Budget	Forecast	Forecast	Forecast vs.	Budget v1	Forecast	
					v1			Current	Current	Forecast	%
								Forecast	Forecast	Remaining	Current
											Forecast
											Spent

**Shanel Valley Academy**  
**Income Statement**  
**As of Apr FY2022**

		Actual			YTD	Budget						
									Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
5820	Consultants - Non Instructional - Custom 1	-	2,093	-	19,888	3,360	20,050	20,050	-	(16,690)	163	99%
5824	District Oversight Fees	-	-	-	-	12,786	10,042	10,042	-	2,745	10,042	0%
5833	Fines and Penalties	10	-	-	10	-	-	-	-	-	(10)	
5836	Fingerprinting	-	-	-	220	1,089	1,250	1,250	-	(161)	1,030	18%
5845	Legal Fees	1,583	1,574	1,260	9,964	15,000	15,000	15,000	-	-	5,036	66%
5848	Licenses and Other Fees	-	1,330	-	1,330	-	-	-	-	-	(1,330)	
5851	Marketing and Student Recruiting	75	-	-	225	1,000	1,000	1,000	-	-	775	23%
5857	Payroll Fees	341	256	268	2,198	1,452	2,500	2,500	-	(1,048)	302	88%
5860	Printing and Reproduction	-	-	-	-	6,500	2,625	2,625	-	3,875	2,625	0%
5863	Professional Development	-	25	60	5,864	8,550	28,330	28,330	-	(19,780)	22,466	21%
5869	Special Education Contract Instructors	663	1,276	81	2,063	23,400	18,900	18,900	-	4,500	16,837	11%
5875	Staff Recruiting	-	-	1,155	1,155	1,000	1,000	1,200	(200)	(200)	45	96%
5877	Student Activities	-	-	-	-	2,470	1,869	1,869	-	601	1,869	0%
5878	Student Assessment	-	-	-	3,360	9,500	9,500	9,500	-	-	6,140	35%
5880	Student Health Services	-	600	-	600	1,950	1,575	1,575	-	375	975	38%
5881	Student Information System	1,010	6,680	1,010	16,540	18,600	14,220	18,100	(3,880)	500	1,560	91%
5884	Substitutes	-	-	-	-	5,250	5,250	5,250	-	-	5,250	0%
5887	Technology Services	-	2,349	1,099	4,248	3,900	11,150	11,150	-	(7,250)	6,902	38%
5905	Communications - Cell Phones	-	-	-	-	1,200	1,200	1,200	-	-	1,200	0%
5915	Postage and Delivery	-	24	-	138	650	525	525	-	125	387	26%
5920	Communications - Telephone & Fax	187	189	-	1,677	3,000	3,000	3,000	-	-	1,323	56%
SUBTOTAL - Services & Other Operating Exp.		21,368	31,329	20,873	247,675	384,540	443,985	457,440	(13,455)	(72,900)	209,765	54%
Capital Outlay & Depreciation												
6900	Depreciation	-	-	-	-	9,319	25,678	25,678	-	(16,359)	25,678	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	9,319	25,678	25,678	-	(16,359)	25,678	0%
Other Outflows												
7438	Long term debt - Interest	-	-	-	-	-	7,879	7,879	-	(7,879)	7,879	0%
7999	Uncategorized Expense	10,041	15,919	43,032	96,159	-	-	-	-	-	(96,159)	
SUBTOTAL - Other Outflows		10,041	15,919	43,032	96,159	-	7,879	7,879	-	(7,879)	(88,281)	1221%
TOTAL EXPENSES		145,001	185,309	192,446	1,537,990	1,673,346	2,135,814	2,154,371	(18,557)	(481,025)	616,380	71%

**Shanel Valley Academy**  
**Multi-year Projection**  
**As of Apr FY2022**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Assumptions</b>
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	
<b>SUMMARY</b>						
<b>Revenue</b>						
LCFF Entitlement	1,004,154	1,583,583	1,767,544	2,093,298	2,406,477	
Federal Revenue	850,767	358,130	176,856	199,967	226,148	
Other State Revenues	122,329	165,141	174,659	192,992	209,268	
Local Revenues	-	-	-	-	-	
Fundraising and Grants	216,349	200,000	150,000	150,000	150,000	
<b>Total Revenue</b>	<b>2,193,599</b>	<b>2,306,853</b>	<b>2,269,059</b>	<b>2,636,257</b>	<b>2,991,893</b>	
<b>Expenses</b>						
Compensation and Benefits	1,142,207	1,426,031	1,471,533	1,727,851	1,893,693	
Books and Supplies	521,167	350,868	168,733	194,848	217,419	
Services and Other Operating Expenditures	457,440	440,868	454,995	500,389	540,824	
Depreciation	25,678	30,814	30,814	30,814	30,814	
Other Outflows	7,879	321	-	-	-	
<b>Total Expenses</b>	<b>2,154,371</b>	<b>2,248,902</b>	<b>2,126,074</b>	<b>2,453,902</b>	<b>2,682,749</b>	
<b>Operating Income</b>	<b>39,228</b>	<b>57,951</b>	<b>142,985</b>	<b>182,354</b>	<b>309,145</b>	
<b>Fund Balance</b>						
Beginning Balance (Unaudited)	312,217	351,445	409,396	552,381	734,736	
Audit Adjustment						
Beginning Balance (Audited)	312,217	351,445	409,396	552,381	734,736	
Operating Income	39,228	57,951	142,985	182,354	309,145	
<b>Ending Fund Balance</b>	<b>351,445</b>	<b>409,396</b>	<b>552,381</b>	<b>734,736</b>	<b>1,043,880</b>	
<b>Total Revenue Per ADA</b>	<b>23,473</b>	<b>17,081</b>	<b>15,624</b>	<b>15,833</b>	<b>16,172</b>	
<b>Total Expenses Per ADA</b>	<b>23,054</b>	<b>16,652</b>	<b>14,640</b>	<b>14,738</b>	<b>14,501</b>	
<b>Operating Income Per ADA</b>	<b>420</b>	<b>429</b>	<b>985</b>	<b>1,095</b>	<b>1,671</b>	
<b>Fund Balance as a % of Expenses</b>	<b>16%</b>	<b>18%</b>	<b>26%</b>	<b>30%</b>	<b>39%</b>	

**Shanel Valley Academy**  
**Multi-year Projection**  
**As of Apr FY2022**

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
<b>Key Assumptions</b>						
<b>Enrollment Breakdown</b>						
TK	5	20	20	8	8	
K	27	27	22	30	30	
1	10	32	27	30	30	
2	11	11	32	26	30	
3	22	12	11	26	30	
4	6	22	12	20	27	
5	13	9	23	20	25	
6	11	13	10	20	20	
<b>Total Enrolled</b>	<b>105</b>	<b>146</b>	<b>157</b>	<b>180</b>	<b>200</b>	
<b>ADA %</b>						
K-3	89.0%	92.5%	92.5%	92.5%	92.5%	
4-6	89.0%	92.5%	92.5%	92.5%	92.5%	
<b>Average ADA %</b>	<b>89.0%</b>	<b>92.5%</b>	<b>92.5%</b>	<b>92.5%</b>	<b>92.5%</b>	
<b>ADA</b>						
K-3	67	94	104	111	118	
4-6	27	41	42	56	67	
<b>Total ADA</b>	<b>93</b>	<b>135</b>	<b>145</b>	<b>167</b>	<b>185</b>	
<b>Demographic Information</b>						
CALPADS Enrollment (for unduplicated % calc)	104	146	157	180	200	
# Unduplicated (CALPADS)	72	101	109	125	139	
# Free & Reduced Lunch (CALPADS)	67	94	101	116	129	
# ELL (CALPADS)	16	22	24	28	31	
New Students	105	42	11	23	20	
<b>School Information</b>						
FTE's	16.7	20.0	20.0	23.4	25.0	
Teachers	7	8	8	9	10	
Certificated Pay Increases	3%	3%	3%	3%	3%	
Classified Pay Increases	3%	3%	3%	3%	3%	
# of school days	-	-	-	-	-	
Default Expense Inflation Rate		2%	2%	2%	2%	

**Shanel Valley Academy**  
**Multi-year Projection**  
**As of Apr FY2022**

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
<b>REVENUE</b>						
<b>LCFF Entitlement</b>						
8011 Charter Schools General Purpose Entitlement - State Aid	728,525	1,185,256	1,339,206	1,602,210	1,860,823	
8012 Education Protection Account Entitlement	18,690	27,010	29,045	33,300	37,000	
8096 Charter Schools in Lieu of Property Taxes	256,939	371,317	399,293	457,788	508,654	
<b>SUBTOTAL - LCFF Entitlement</b>	<b>1,004,154</b>	<b>1,583,583</b>	<b>1,767,544</b>	<b>2,093,298</b>	<b>2,406,477</b>	
<b>Federal Revenue</b>						
8181 Special Education - Entitlement	-	11,681	16,881	18,153	20,813	
8220 Child Nutrition Programs	53,150	102,452	112,375	131,414	148,936	
8291 Title I	23,450	23,450	32,900	35,350	40,600	
8292 Title II	2,010	3,350	4,700	5,050	5,800	
8294 Title IV	10,000	10,000	10,000	10,000	10,000	
8298 Implementation Grant	498,000	200,000	-	-	-	
8299 All Other Federal Revenue	264,157	7,196	-	-	-	
<b>SUBTOTAL - Federal Revenue</b>	<b>850,767</b>	<b>358,130</b>	<b>176,856</b>	<b>199,967</b>	<b>226,148</b>	
<b>Other State Revenue</b>						
8381 Special Education - Entitlement (State	52,077	75,259	80,930	92,785	103,095	
8520 Child Nutrition - State	2,453	6,027	6,610	7,730	8,761	
8550 Mandated Cost Reimbursements	-	1,694	2,536	2,826	3,357	
8560 State Lottery Revenue	22,254	32,160	34,583	39,650	44,055	
8590 All Other State Revenue	45,545	50,000	50,000	50,000	50,000	
<b>SUBTOTAL - Other State Revenue</b>	<b>122,329</b>	<b>165,141</b>	<b>174,659</b>	<b>192,992</b>	<b>209,268</b>	
<b>Local Revenue</b>						
<b>SUBTOTAL - Local Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fundraising and Grants</b>						
8802 Donations - Private	216,349	200,000	150,000	150,000	150,000	
<b>SUBTOTAL - Fundraising and Grants</b>	<b>216,349</b>	<b>200,000</b>	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>	
<b>TOTAL REVENUE</b>	<b>2,193,599</b>	<b>2,306,853</b>	<b>2,269,059</b>	<b>2,636,257</b>	<b>2,991,893</b>	

**Shanel Valley Academy**  
**Multi-year Projection**  
**As of Apr FY2022**

		Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
		2021-22	2022-23	2023-24	2024-25	2025-26	
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Salaries</b>							
1100	Teachers Salaries	327,000	408,400	421,276	506,622	586,767	
1148	Teacher - Special Ed	65,000	66,950	68,959	71,027	73,158	
1300	Certificated Supervisor & Administrator Salaries	105,000	108,150	111,395	114,736	118,178	
1900	Certificated Other Salaries	85,000	87,550	90,177	92,882	95,668	
<b>SUBTOTAL - Certificated Salaries</b>		<b>582,000</b>	<b>671,050</b>	<b>691,806</b>	<b>785,268</b>	<b>873,772</b>	
<b>Classified Salaries</b>							
2100	Classified Instructional Aide Salaries	118,246	127,932	131,413	187,744	193,377	
2103	Classified SPED Aide	-	-	-	37,142	38,256	
2200	Classified Support Salaries	71,667	136,520	140,616	144,834	149,179	
2300	Classified Supervisor & Administrator Salaries	86,580	122,652	126,332	130,122	134,026	
2905	Other Classified - After School	30,069	50,963	52,492	54,067	76,895	
<b>SUBTOTAL - Classified Salaries</b>		<b>306,561</b>	<b>438,068</b>	<b>450,853</b>	<b>553,909</b>	<b>591,733</b>	
<b>Employee Benefits</b>							
3100	STRS	90,522	116,711	120,331	137,828	154,368	
3300	OASDI-Medicare-Alternative	34,805	46,962	48,353	57,707	62,002	
3400	Health & Welfare Benefits	106,750	132,300	138,915	170,171	187,188	
3500	Unemployment Insurance	10,906	9,849	9,849	9,576	9,975	
3600	Workers Comp Insurance	10,663	11,091	11,427	13,392	14,655	
<b>SUBTOTAL - Employee Benefits</b>		<b>253,646</b>	<b>316,913</b>	<b>328,875</b>	<b>388,674</b>	<b>428,188</b>	
<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	80,249	70,200	10,404	10,612	10,824	
4101	Approved Textbooks & Core Curricula Materials - Custom 1	16,600	-	-	-	-	
4200	Books & Other Reference Materials	103,743	10,600	-	-	-	PCSGP Placeholder
4320	Educational Software	14,700	7,300	8,007	9,364	10,612	
4325	Instructional Materials & Supplies	27,090	2,100	561	1,196	1,061	
4330	Office Supplies	8,300	8,466	8,635	8,808	8,984	
4410	Classroom Furniture, Equipment & Supplies	82,750	50,000	5,100	5,202	5,306	
4420	Computers: individual items less than \$5k	54,467	8,630	3,820	5,062	5,412	
4430	Non Classroom Related Furniture, Equipment & Supplies	51,500	73,040	-	-	-	
4710	Student Food Services	81,769	120,532	132,206	154,605	175,219	
<b>SUBTOTAL - Books and Supplies</b>		<b>521,167</b>	<b>350,868</b>	<b>168,733</b>	<b>194,848</b>	<b>217,419</b>	
<b>Services &amp; Other Operating Expenses</b>							
5300	Dues & Memberships	1,680	2,383	2,613	3,056	3,464	
5400	Insurance	40,425	57,334	62,887	73,542	83,347	
5450	Flood Insurance	33,268	33,933	34,612	35,304	36,010	
5510	Utilities - Gas and Electric	34,713	35,558	36,424	37,311	38,220	
5515	Janitorial, Gardening Services & Supplies	10,000	9,000	5,000	6,000	6,120	
5520	Security	3,000	1,500	1,530	1,561	1,592	
5525	Utilities - Waste	12,048	12,289	12,535	12,785	13,041	
5530	Utilities - Water	10,000	10,200	10,404	10,612	10,824	
5615	Repairs and Maintenance - Building	57,875	11,169	12,251	14,326	16,236	
5803	Accounting Fees	12,500	12,750	13,005	13,265	13,530	
5805	Administrative Fees	10,000	10,200	10,404	10,612	10,824	
5812	Business Services	78,865	98,407	109,380	122,486	133,896	
5820	Consultants - Non Instructional - Custom 1	20,050	17,720	18,074	18,436	18,805	
5824	District Oversight Fees	10,042	16,153	18,390	22,214	26,048	
5836	Fingerprinting	1,250	1,530	1,561	1,864	2,030	



**Shanel Valley Academy**  
**Multi-year Projection**  
**As of Apr FY2022**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Assumptions</b>
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	
5843 Interest - Loans Less than 1 Year	-	2,500	1,875	1,250	625	
5845 Legal Fees	15,000	15,300	15,606	15,918	16,236	
5851 Marketing and Student Recruiting	1,000	1,020	1,040	1,061	1,082	
5857 Payroll Fees	2,500	3,060	3,121	3,729	4,059	
5860 Printing and Reproduction	2,625	7,300	8,007	9,364	10,612	
5863 Professional Development	28,330	20,000	10,000	10,200	10,404	
5869 Special Education Contract Instructors	18,900	26,806	29,402	34,383	38,968	
5875 Staff Recruiting	1,200	1,224	1,248	1,273	1,299	
5877 Student Activities	1,869	2,755	3,022	3,534	4,005	
5878 Student Assessment	9,500	2,190	2,402	2,809	3,184	
5880 Student Health Services	1,575	2,234	2,450	2,865	3,247	
5881 Student Information System	18,100	9,028	9,411	10,029	10,612	
5884 Substitutes	5,250	6,120	6,242	7,163	8,118	
5887 Technology Services	11,150	5,237	5,033	6,106	6,800	
5905 Communications - Cell Phones	1,200	1,224	1,248	1,273	1,299	
5915 Postage and Delivery	525	745	817	955	1,082	
5920 Communications - Telephone & Fax	3,000	4,000	5,000	5,100	5,202	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>457,440</b>	<b>440,868</b>	<b>454,995</b>	<b>500,389</b>	<b>540,824</b>	
<b>Depreciation Expense</b>						
6900 Depreciation	25,678	30,814	30,814	30,814	30,814	
<b>SUBTOTAL - Depreciation Expense</b>	<b>25,678</b>	<b>30,814</b>	<b>30,814</b>	<b>30,814</b>	<b>30,814</b>	
<b>Other Outflows</b>						
7438 Long term debt - Interest	7,879	321	-	-	-	
<b>SUBTOTAL - Other Outflows</b>	<b>7,879</b>	<b>321</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>2,154,371</b>	<b>2,248,902</b>	<b>2,126,074</b>	<b>2,453,902</b>	<b>2,682,749</b>	

**Shanel Valley Academy**  
**Monthly Cash Forecast**  
**As of Apr FY2022**

	2021-22											
	Actuals & Forecast											
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast
<b>Beginning Cash</b>	<b>151,696</b>	<b>72,825</b>	<b>110,621</b>	<b>249,399</b>	<b>251,877</b>	<b>136,289</b>	<b>120,031</b>	<b>93,068</b>	<b>181,970</b>	<b>16,117</b>	<b>225,060</b>	<b>124,108</b>
<b>REVENUE</b>												
LOFF Entitlement	-	-	-	338,347	101,269	-	-	-	-	300,077	50,058	82,572
Federal Revenue	-	-	-	-	-	99,132	125,883	-	3,850	26,604	111,618	55,315
Other State Revenue	-	-	-	-	-	322	708	-	586	-	73,097	14,456
Other Local Revenue	-	-	-	-	-	-	-	310,952	35,911	(156,151)	(190,712)	-
Fundraising & Grants	26,600	119,491	49,150	7,496	325	9,000	1,100	-	2,045	1,142	-	-
<b>TOTAL REVENUE</b>	<b>26,600</b>	<b>119,491</b>	<b>49,150</b>	<b>345,843</b>	<b>101,594</b>	<b>108,455</b>	<b>127,691</b>	<b>310,952</b>	<b>42,392</b>	<b>171,671</b>	<b>44,061</b>	<b>152,344</b>
<b>EXPENSES</b>												
Certificated Salaries	8,750	4,375	81,625	59,000	56,750	56,750	56,000	56,250	58,713	56,413	48,789	38,886
Classified Salaries	4,507	3,253	31,326	25,847	24,942	26,234	22,993	23,883	33,549	29,356	45,001	34,922
Employee Benefits	2,962	7,566	28,932	27,336	22,723	20,327	15,281	20,631	13,832	13,054	57,002	15,103
Books & Supplies	11,472	27,737	134,512	12,522	24,353	8,576	7,312	12,828	31,968	29,718	105,587	111,775
Services & Other Operating Expenses	15,000	29,655	40,530	26,604	30,930	10,799	20,587	21,368	31,329	20,873	108,713	37,839
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	23,538	2,140
Other Outflows	-	372	10,033	5,268	1,171	108	10,215	10,041	15,919	43,032	(90,999)	320
<b>TOTAL EXPENSES</b>	<b>42,691</b>	<b>72,958</b>	<b>326,958</b>	<b>156,577</b>	<b>160,869</b>	<b>122,795</b>	<b>132,388</b>	<b>145,001</b>	<b>185,309</b>	<b>192,446</b>	<b>297,632</b>	<b>240,986</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(16,091)</b>	<b>46,533</b>	<b>(277,808)</b>	<b>189,267</b>	<b>(59,274)</b>	<b>(14,340)</b>	<b>(4,697)</b>	<b>165,952</b>	<b>(142,917)</b>	<b>(20,774)</b>	<b>(253,570)</b>	<b>(88,642)</b>
Revenues - Prior Year Accruals	-	-	-	-	(1,829)	-	-	-	-	-	1,829	-
Fixed Assets	(72,225)	(29,560)	(80,479)	(44,787)	(33,059)	-	-	(74,485)	(9,450)	(107)	-	2,140
Expenses - Prior Year Accruals	-	-	34,501	-	(34,501)	-	-	-	-	-	-	-
Accounts Payable - Current Year	9,446	20,823	107,284	(143,535)	25,235	(4,757)	(25,119)	(5,419)	(16,340)	26,873	(1,291)	-
Summerholdback for Teachers	-	-	5,280	1,533	2,839	2,839	2,854	2,854	2,854	2,894	2,081	(20,809)
Loans Payable (Current)	-	-	250,000	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	100,000	-	-	-	-	-	-	-	150,000	350,000
<b>Ending Cash</b>	<b>72,825</b>	<b>110,621</b>	<b>249,399</b>	<b>251,877</b>	<b>136,289</b>	<b>120,031</b>	<b>93,068</b>	<b>181,970</b>	<b>16,117</b>	<b>225,060</b>	<b>124,108</b>	<b>366,797</b>

**Shanel Valley Academy**  
**Monthly Cash Forecast**  
**As of Apr FY2022**

			2022-23									
	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Actuals & Forecast			
			Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast						
<b>Beginning Cash</b>			<b>366,797</b>	<b>(34,044)</b>	<b>74,017</b>	<b>13,379</b>	<b>307,579</b>	<b>229,869</b>	<b>192,030</b>	<b>439,643</b>	<b>379,454</b>	<b>302,387</b>
<b>REVENUE</b>												
LOFF Entitlement	1,004,154	131,830	-	41,008	56,424	286,073	94,369	94,369	379,225	94,369	96,144	127,029
Federal Revenue	850,767	428,364	-	-	-	-	19,445	49,603	60,801	19,445	10,245	26,770
Other State Revenue	122,329	33,160	4,167	6,771	6,771	8,854	9,456	11,150	9,456	15,020	14,093	14,093
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	216,349	-	24,590	110,461	45,436	6,930	300	8,320	1,017	-	1,890	1,055
<b>TOTAL REVENUE</b>	<b>2,193,599</b>	<b>593,354</b>	<b>28,757</b>	<b>158,239</b>	<b>108,631</b>	<b>301,856</b>	<b>123,571</b>	<b>163,442</b>	<b>450,499</b>	<b>128,834</b>	<b>122,372</b>	<b>168,947</b>
<b>EXPENSES</b>												
Certificated Salaries	582,000	(300)	9,013	63,353	63,353	63,353	63,353	63,353	63,353	63,353	63,353	63,353
Classified Salaries	306,561	749	14,684	38,489	38,489	38,489	38,489	38,489	38,489	38,489	38,489	38,489
Employee Benefits	253,646	8,896	6,137	27,790	30,745	27,790	27,297	27,297	31,237	27,790	27,790	26,258
Books & Supplies	521,167	2,807	38,526	39,380	27,152	27,152	27,152	27,152	27,152	27,152	27,152	27,152
Services & Other Operating Expenses	457,440	63,212	65,239	30,020	36,790	36,790	36,790	36,790	34,456	34,456	34,456	25,900
Capital Outlay & Depreciation	25,678	-	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568
Other Outflows	7,879	2,399	214	107	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>2,154,371</b>	<b>77,763</b>	<b>136,379</b>	<b>201,707</b>	<b>199,097</b>	<b>196,142</b>	<b>195,650</b>	<b>195,650</b>	<b>197,255</b>	<b>193,808</b>	<b>193,808</b>	<b>183,719</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>39,228</b>	<b>515,591</b>	<b>(107,623)</b>	<b>(43,467)</b>	<b>(90,466)</b>	<b>105,714</b>	<b>(72,079)</b>	<b>(32,208)</b>	<b>253,244</b>	<b>(64,974)</b>	<b>(71,436)</b>	<b>(14,772)</b>
Revenues - Prior Year Accruals			206,993	156,784	35,460	194,117	-	-	-	-	-	-
Fixed Assets			2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568
Expenses - Prior Year Accruals			(67,722)	(10,042)	-	-	-	-	-	-	-	-
Accounts Payable - Current Year			-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers			-	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)			(250,000)	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-	(10,416)	-
<b>Ending Cash</b>			<b>(34,044)</b>	<b>74,017</b>	<b>13,379</b>	<b>307,579</b>	<b>229,869</b>	<b>192,030</b>	<b>439,643</b>	<b>379,454</b>	<b>302,387</b>	<b>292,399</b>

**Shanel Valley Academy**  
**Monthly Cash Forecast**  
**As of Apr FY2022**

					2023-24 Actuals & Forecast							
	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast
<b>Beginning Cash</b>	<b>292,399</b>	<b>270,571</b>			<b>238,599</b>	<b>273,719</b>	<b>321,033</b>	<b>259,167</b>	<b>321,993</b>	<b>304,573</b>	<b>(16,196)</b>	<b>(42,649)</b>
<b>REVENUE</b>												
LOFF Entitlement	95,852	95,852	1,583,583	122,869	-	62,269	84,548	163,394	141,789	141,789	148,542	141,789
Federal Revenue	41,598	11,607	358,130	118,615	-	-	-	-	23,137	11,237	11,237	23,137
Other State Revenue	19,656	14,093	165,141	31,562	4,167	7,930	7,930	10,940	11,601	14,137	11,601	19,641
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	200,000	-	18,442	82,846	34,077	5,197	225	6,240	763	-
<b>TOTAL REVENUE</b>	<b>157,106</b>	<b>121,552</b>	<b>2,306,853</b>	<b>273,046</b>	<b>22,609</b>	<b>153,044</b>	<b>126,554</b>	<b>179,532</b>	<b>176,753</b>	<b>173,404</b>	<b>172,143</b>	<b>184,568</b>
<b>EXPENSES</b>												
Certificated Salaries	63,353	28,513	671,050	-	9,283	65,310	65,310	65,310	65,310	65,310	65,310	65,310
Classified Salaries	38,489	38,489	438,068	-	15,125	39,612	39,612	39,612	39,612	39,612	39,612	39,612
Employee Benefits	26,258	19,500	316,913	11,025	6,307	28,839	31,793	28,839	28,346	28,346	32,286	28,839
Books & Supplies	27,152	27,152	350,868	1,438	4,455	5,234	15,904	15,904	15,904	15,904	15,904	15,904
Services & Other Operating Expenses	25,900	17,699	440,868	25,582	48,483	20,699	36,868	36,868	36,868	36,868	37,353	37,353
Capital Outlay & Depreciation	2,568	2,568	30,814	-	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568
Other Outflows	-	-	321	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>183,719</b>	<b>133,921</b>	<b>2,248,902</b>	<b>38,046</b>	<b>86,221</b>	<b>162,261</b>	<b>192,055</b>	<b>189,100</b>	<b>188,608</b>	<b>188,608</b>	<b>193,032</b>	<b>189,585</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(26,613)</b>	<b>(12,369)</b>	<b>57,951</b>	<b>235,001</b>	<b>(63,611)</b>	<b>(9,216)</b>	<b>(65,501)</b>	<b>(9,569)</b>	<b>(11,855)</b>	<b>(15,204)</b>	<b>(20,889)</b>	<b>(5,017)</b>
Revenues - Prior Year Accruals	-	-			118,057	67,831	9,200	77,959	-	-	-	-
Fixed Assets	2,568	2,568			2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568
Expenses - Prior Year Accruals	-	-			(21,893)	(16,153)	-	-	-	-	-	-
Accounts Payable - Current Year	-	-			-	-	-	-	-	-	-	-
Summerholdback for Teachers	2,217	(22,171)			-	2,284	2,284	2,284	2,284	2,284	2,284	2,284
Loans Payable (Current)	-	-			-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-			-	-	(10,416)	(10,416)	(10,416)	(310,416)	(10,416)	-
<b>Ending Cash</b>	<b>270,571</b>	<b>238,599</b>			<b>273,719</b>	<b>321,033</b>	<b>259,167</b>	<b>321,993</b>	<b>304,573</b>	<b>(16,196)</b>	<b>(42,649)</b>	<b>(42,815)</b>

**Shanel Valley Academy**  
**Monthly Cash Forecast**  
**As of Apr FY2022**

	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast
<b>Beginning Cash</b>	<b>(42,815)</b>	<b>(52,019)</b>	<b>7,595</b>	<b>38,983</b>			<b>68,157</b>	<b>138,963</b>	<b>184,933</b>	<b>106,101</b>	<b>79,718</b>	<b>52,123</b>
<b>REVENUE</b>												
LOFF Entitlement	160,555	200,438	161,505	161,505	1,767,544	199,421	-	69,874	93,832	180,950	157,717	157,717
Federal Revenue	11,237	19,678	23,137	11,237	176,856	42,816	-	-	-	-	25,741	13,141
Other State Revenue	12,735	12,735	20,775	12,735	174,659	27,733	4,167	8,213	8,213	11,450	12,223	15,049
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	1,418	792	-	-	150,000	-	18,442	82,846	34,077	5,197	225	6,240
<b>TOTAL REVENUE</b>	<b>185,946</b>	<b>233,643</b>	<b>205,417</b>	<b>185,477</b>	<b>2,269,059</b>	<b>269,969</b>	<b>22,609</b>	<b>160,933</b>	<b>136,122</b>	<b>197,597</b>	<b>195,907</b>	<b>192,148</b>
<b>EXPENSES</b>												
Certificated Salaries	65,310	65,310	65,310	29,425	691,806	-	9,561	73,961	73,961	73,961	73,961	73,961
Classified Salaries	39,612	39,612	39,612	39,612	450,853	-	15,579	48,939	48,939	48,939	48,939	48,939
Employee Benefits	28,839	27,275	27,275	20,314	328,875	11,576	6,883	34,085	36,957	34,085	33,606	33,606
Books & Supplies	15,904	15,904	15,904	15,904	168,733	-	4,641	5,601	18,461	18,461	18,461	18,461
Services & Other Operating Expenses	37,353	28,212	28,212	28,212	454,995	41,647	52,283	22,489	40,529	40,529	40,529	40,529
Capital Outlay & Depreciation	2,568	2,568	2,568	2,568	30,814	-	2,568	2,568	2,568	2,568	2,568	2,568
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>189,585</b>	<b>178,881</b>	<b>178,881</b>	<b>136,035</b>	<b>2,126,074</b>	<b>53,224</b>	<b>91,515</b>	<b>187,642</b>	<b>221,415</b>	<b>218,542</b>	<b>218,063</b>	<b>218,063</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(3,639)</b>	<b>54,762</b>	<b>26,537</b>	<b>49,443</b>	<b>142,985</b>	<b>216,746</b>	<b>(68,906)</b>	<b>(26,709)</b>	<b>(85,293)</b>	<b>(20,944)</b>	<b>(22,156)</b>	<b>(25,915)</b>
Revenues - Prior Year Accruals	-	-	-	-			171,979	86,090	11,900	-	-	-
Fixed Assets	2,568	2,568	2,568	2,568			2,568	2,568	2,568	2,568	2,568	2,568
Expenses - Prior Year Accruals	-	-	-	-			(34,834)	(18,390)	-	-	-	-
Accounts Payable - Current Year	-	-	-	-			-	-	-	-	-	-
Summerholdback for Teachers	2,284	2,284	2,284	(22,836)			-	2,410	2,410	2,410	2,410	2,410
Loans Payable (Current)	-	-	-	-			-	-	-	-	-	-
Loans Payable (Long Term)	(10,416)	-	-	-			-	-	(10,416)	(10,416)	(10,416)	(10,416)
<b>Ending Cash</b>	<b>(52,019)</b>	<b>7,595</b>	<b>38,983</b>	<b>68,157</b>			<b>138,963</b>	<b>184,933</b>	<b>106,101</b>	<b>79,718</b>	<b>52,123</b>	<b>20,769</b>

**Shanel Valley Academy**  
**Monthly Cash Forecast**  
**As of Apr FY2022**

	2024-25											
	Actuals & Forecast											
	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast
<b>Beginning Cash</b>	<b>20,769</b>	<b>(15,866)</b>	<b>(25,513)</b>	<b>(22,086)</b>	<b>66,053</b>	<b>117,418</b>			<b>166,283</b>	<b>269,498</b>	<b>328,027</b>	<b>257,863</b>
<b>REVENUE</b>												
LOFF Entitlement	164,978	157,717	198,662	252,571	204,419	204,419	2,093,298	250,443	-	83,737	111,204	213,986
Federal Revenue	13,141	25,741	13,141	22,218	25,741	13,141	199,967	47,959	-	-	-	-
Other State Revenue	12,223	20,869	14,595	14,595	23,240	14,595	192,992	33,559	4,167	8,806	8,806	12,517
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	763	-	1,418	792	-	-	150,000	-	18,442	82,846	34,077	5,197
<b>TOTAL REVENUE</b>	<b>191,106</b>	<b>204,328</b>	<b>227,816</b>	<b>290,175</b>	<b>253,400</b>	<b>232,154</b>	<b>2,636,257</b>	<b>331,962</b>	<b>22,609</b>	<b>175,389</b>	<b>154,087</b>	<b>231,701</b>
<b>EXPENSES</b>												
Certificated Salaries	73,961	73,961	73,961	73,961	73,961	36,096	785,268	-	9,848	82,084	82,084	82,084
Classified Salaries	48,939	48,939	48,939	48,939	48,939	48,939	553,909	-	16,046	52,335	52,335	52,335
Employee Benefits	37,436	34,085	34,085	32,350	32,350	24,965	388,674	14,181	7,319	37,549	40,542	37,549
Books & Supplies	18,461	18,461	18,461	18,461	18,461	18,461	194,848	-	4,755	5,816	20,685	20,685
Services & Other Operating Expenses	40,938	40,938	40,938	30,734	30,734	30,734	500,389	48,489	55,677	23,999	43,687	43,687
Capital Outlay & Depreciation	2,568	2,568	2,568	2,568	2,568	2,568	30,814	-	2,568	2,568	2,568	2,568
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>222,303</b>	<b>218,951</b>	<b>218,951</b>	<b>207,013</b>	<b>207,013</b>	<b>161,762</b>	<b>2,453,902</b>	<b>62,670</b>	<b>96,212</b>	<b>204,351</b>	<b>241,901</b>	<b>238,908</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(31,197)</b>	<b>(14,624)</b>	<b>8,865</b>	<b>83,162</b>	<b>46,388</b>	<b>70,393</b>	<b>182,354</b>	<b>269,292</b>	<b>(73,603)</b>	<b>(28,962)</b>	<b>(87,814)</b>	<b>(7,207)</b>
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	214,706	104,655	12,600	-
Fixed Assets	2,568	2,568	2,568	2,568	2,568	2,568	2,568	-	2,568	2,568	2,568	2,568
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	(40,456)	(22,214)	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	2,410	2,410	2,410	2,410	2,410	(24,096)	-	-	-	2,482	2,482	2,482
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	(10,416)	-	(10,416)	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>(15,866)</b>	<b>(25,513)</b>	<b>(22,086)</b>	<b>66,053</b>	<b>117,418</b>	<b>166,283</b>			<b>269,498</b>	<b>328,027</b>	<b>257,863</b>	<b>255,705</b>

**Shanel Valley Academy**  
**Monthly Cash Forecast**  
**As of Apr FY2022**

	2025-26									
	Actuals & Forecast								Forecast	Remaining Balance
	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	255,705	252,307	244,181	231,080	236,396	258,395	358,759	420,315		
REVENUE										
LCFF Entitlement	187,350	187,350	195,675	187,350	224,566	280,089	228,466	228,466	2,406,477	278,239
Federal Revenue	28,994	14,894	14,894	28,994	14,894	25,300	28,994	14,894	226,148	54,293
Other State Revenue	13,393	16,750	13,393	23,306	15,455	15,455	25,368	15,455	209,268	36,395
Other Local Revenue	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	225	6,240	763	-	1,418	792	-	-	150,000	-
TOTAL REVENUE	229,962	225,233	224,724	239,649	256,333	321,635	282,827	258,815	2,991,893	368,928
EXPENSES										
Certificated Salaries	82,084	82,084	82,084	82,084	82,084	82,084	82,084	43,083	873,772	-
Classified Salaries	52,335	52,335	52,335	52,335	52,335	52,335	52,335	52,335	591,733	-
Employee Benefits	37,050	37,050	41,040	37,549	37,549	35,676	35,676	28,039	428,188	15,599
Books & Supplies	20,685	20,685	20,685	20,685	20,685	20,685	20,685	20,685	217,419	-
Services & Other Operating Expenses	43,687	43,687	44,163	44,163	44,163	32,973	32,973	32,973	540,824	54,992
Capital Outlay & Depreciation	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568	30,814	-
Other Outflows	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	238,410	238,410	242,875	239,384	239,384	226,321	226,321	179,683	2,682,749	70,591
Operating Cash Inflow (Outflow)	(8,447)	(13,176)	(18,150)	266	16,949	95,314	56,506	79,132	309,145	298,337
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-
Fixed Assets	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	2,482	2,482	2,482	2,482	2,482	2,482	2,482	(24,819)	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-
Ending Cash	252,307	244,181	231,080	236,396	258,395	358,759	420,315	477,196		

April 24, 2022

SHANEL VALLEY ACADEMY  
1 RALPH BETTCHER DR  
HOPLAND, CA 95449

Dear Valued Customer,

**We have been honored to serve you and look forward to another year connecting your employees to high-quality, easy-to-manage benefits.** Our industry-leading products have simple benefit designs, enhanced partnerships with providers in your community, and highly personalized digital experiences, through our Sydney Health<sup>SM</sup> app, that make accessing care simple, intuitive, and affordable. Enclosed in this package, you'll find everything you need to seamlessly renew your current plan or select from a number of alternative options.

**This package includes:**

- **The current rates and new renewal rates for your new proposed plan(s)** are displayed on the Monthly Premium Comparison page. **Please provide a copy of the current and new renewal rates to your employees.** Anthem rates and benefits are subject to regulatory review and approval.
- **Alternate medical plan options** are displayed on "Your Alternate Option" and "Medical Benefit Selection Form" pages. Please review all of the plan details in this packet. For more information, you can visit EasyRenew at [anthem.com/easyrenew](https://anthem.com/easyrenew) or visit [anthem.com/ca](https://anthem.com/ca).
- **Important benefit information and other inserts.** Your medical plan(s) may have been amended. Some of the changes may include new plan names, cost-sharing changes, benefit changes and metal level changes from the current plan(s). This information can be found in the 2021-2022 medical Benefit to Benefit Comparison chart. Please provide copies of these important documents to your employees.

**Take advantage of our innovative tools and programs**

- **Anthem Health Guide (AHG)** gives employees access to highly trained healthcare professionals, backed by smart technology and analytics. These guides offer behavioral health resources; cancer support; reminders for preventive and follow-up care; clinical alerts; and other tools for maximizing employees' benefits and promoting engagement.
- **The Sydney Health<sup>SM</sup> app** helps employees keep track of their health and benefits in one place. Employees can search for in-person or virtual care; text or video chat with a board-certified doctor; estimate and compare costs for common procedures; store digital ID cards; and review their benefit and claims. Plus, the app can respond to health questions in real time through interactive chat or our Symptom Checker.
- **Wellbeing Solutions** provides extra support and resources to help employees stay engaged and improve their well-being. Whether the goal is maintaining good health, preparing for childbirth, or managing a chronic condition, these programs offer whole-person care and incentives for healthy choices.
- **The EmployerAccess tool and new mobile app** enables you to manage employee benefits easily and quickly online, 24/7. From enrolling and canceling members and dependents to checking eligibility or paying bills, EmployerAccess can help you work simpler and smarter.



### Consider integrating Anthem Specialty plans for more savings and convenience

Adding dental, vision, life and/or disability to your medical coverage helps improve care coordination, outcomes, and cost-effectiveness. That's why the Anthem Whole Health Connection® model links all aspects of an individual's care to address the big picture – from every angle and at every stage of health.

Your renewal may include a dental and/or vision quote if you have a minimum of 5 enrolled medical subscribers. However, additional plans and possibly better rates can be provided. Have your broker request a quote by contacting our Connect team at 877-567-1802 or [connect@anthem.com](mailto:connect@anthem.com). Click here for more [Specialty Plan Information](#).

### To make your renewal easier, you have a couple of options:

- **Renew into the proposed plan** – you don't have to do anything! **Please review the proposed plan(s) carefully as the proposed plan(s) may have a different benefit design and/or be in a different metal level than your current plan.**
- **Select an alternative plan** – we've given you a couple of different options to help you select the right plan(s) for your employees. If you choose one of the alternatives, all you need to do is complete the Medical Benefit Selection Form and return it to us no later than 30 days before your renewal date.
- **Select an alternative plan that is not listed in your renewal alternative(s)** – You also have the option to offer any available plan(s) you are eligible to purchase. If you choose one of these plan(s) all you need to do is complete the Medical Benefit Selection Form and return it to us no later than 30 days before your renewal date or work with your broker.
- **NOTE for HMO plans:** enrollment in the selected plan is dependent upon the employee residing or working within a plan's geographical service area, and the network, provider, and physician availability within the geographical service area. If at the time of enrollment, the network or physician/medical group is not available or an employee does not reside or work in the geographical service area of the plan, the employee may be assigned to or be required to choose a different provider, network, and/or plan.

### Still have questions?

Your broker can help you choose a plan that makes sense for your business. Or contact our Customer Service department at (855) 854-1429 Monday through Friday, 8:00 a.m. to 6:00 p.m., Pacific Standard Time.

**We're here to support you every step of the process.** Your renewal packet is also available on our dedicated employer portal, EmployerAccess, at [anthem.com](http://anthem.com) 60 days prior to your renewal date.

Thank you for your continued trust,

Your Anthem Small Group Team

Enclosures

#### A note about Summary of Benefits and Coverage

The Affordable Care Act requires that all members of fully insured plans receive a copy of the Summary of Benefits and Coverage (SBC). Please access these at [sbc.anthem.com](http://sbc.anthem.com) and provide a copy to your employees.

# ANTHEM'S BIG-PICTURE APPROACH

REIMAGINING WHAT IS POSSIBLE FOR  
EVERY MOMENT OF HEALTH

## Renewal Packet for SHANEL VALLEY ACADEMY

Your Agent/Broker

HUB INTERNATIONAL INSURANCE SERVICES INC

Group #: F82227  
Effective Date: July 01, 2022

Group State: California  
Zip Code: 95449  
Rating Area: 1



Life and Disability products underwritten by Anthem Blue Cross Life and Health Insurance Company.

Anthem Blue Cross is the trade name of Blue Cross of California. Anthem Blue Cross and Anthem Blue Cross Life and Health Insurance Company are independent licensees of the Blue Cross Association. Anthem is a registered trademark of Anthem Insurance Companies, Inc.

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Research tells us employees increasingly want holistic benefits from their employers, and show higher levels of productivity, loyalty, and well-being when they receive them.<sup>1</sup> We can help your employees access the benefits they need, connect those benefits across the healthcare spectrum, and make informed healthcare decisions with digital tools and professional support.

## Experience the value of connected benefits

Anthem Whole Health Connection® is a big-picture care model that integrates dental, vision, behavioral health, pharmacy, life, and disability benefits to make managing all aspects of care simpler, smarter, and more cost-effective.<sup>2</sup> This approach begins with using advanced technology and data to build more complete member health profiles. With that information, we are able to reach out to your at-risk employees with personalized, targeted interventions and resources. Then, our mobile app gives them real-time access to wellness programs and medical professionals who can help address health questions, concerns, and care gaps.

### Anthem Whole Health Connection offers:

- Programs and incentives to motivate employees to take charge of their well-being.
- Engaged care management teams, including primary care doctors, dentists, and eye doctors, who can identify potential health issues and coordinate action plans and treatment.
- Digital tools to help employees connect to resources, receive alerts and updates, and make decisions.

**By putting you and your employees at the center of a whole-person, team-based care model, we're transforming healthcare into a truly collaborative process.**



sydney

## A digital guide to better health and clear plan information

### The Sydney Health<sup>SM</sup> mobile app empowers your employees to:

- Search for in-person or virtual care wherever they are.
- Text or video chat with a board-certified doctor.
- Order and refill prescriptions.
- Estimate and compare costs for common procedures.
- Easily access their member ID card on their smart devices.
- Check their recent claims history and confirm benefits.
- Find immediate answers to health questions through interactive chat or our Symptom Checker.
- Use My Health Records, where they can view, download, and share health records.

**With Sydney Health, employees can keep track of their health and benefits in one convenient place.**

### Why connected care matters

Preventable chronic conditions, like diabetes and high blood pressure, are the leading drivers of insurance premiums, medical claims, and other employer healthcare costs, including more than \$36.4 billion lost annually because of absenteeism.<sup>3</sup>

- Regular dental and eye exams can help doctors find early signs of chronic health conditions.<sup>4,5</sup>
- In 2020, enhanced dental benefits helped lower members' total medical costs by \$8,280.<sup>6</sup>
- In 2021, vision claims helped identify 32,213 members with diabetes.<sup>7</sup>

1 Optum®/National Business Group on Health: *Well-being and the employee experience white paper*, based on survey of more than 2,000 employees (2018): [www.optum.com/content/dam/optum3/optum/en/resources/case-studies/well-being\\_NBGH\\_final.pdf](https://www.optum.com/content/dam/optum3/optum/en/resources/case-studies/well-being_NBGH_final.pdf).

2 Anthem Whole Health Connection is included at no extra charge for employers with Anthem health and wellness coverage and one or more of the following plans from us: pharmacy, dental, vision, disability, and supplemental health.

3 Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP): *Workplace Health Promotion: How CDC Supports a Healthy, Competitive Workforce* (accessed May 2021); [cdc.gov](https://www.cdc.gov).

4 Academy of General Dentistry. *Know Your Teeth: Oral Warning Signs* (accessed April 2021); [knowyourteeth.com](https://www.knowyourteeth.com).

5 Your Sight Matters: *7 Health Problems Eye Exams Can Detect* (accessed March 2021); [yoursightmatters.com](https://www.yoursightmatters.com).

6 Anthem. *Integrated Medical and Dental Quantifying Value Study for Diabetes, Cardiovascular Disease, Cancer, and Organ Transplant Conditions*, 2020.

7 Anthem 2020 data, February 2021.

Sydney Health is offered through an arrangement with CareMarket, Inc. ©2020-2021.

# Your Medical Renewal Snapshot

Your current medical plan(s) and the new proposed plan(s) are reflected in the grid(s) below. All of our ACA-compliant plans cover Preventative Care at 100% in network. In-Network benefits are shown below. A complete listing of benefit details can be found on the Summary of Benefits at [sbc.anthem.com](http://sbc.anthem.com). Or click on the plan name in electronic copies, then enter your renewal effective date into the top box of that page.

**Total Medical Subscribers: 13**

		Monthly Medical Premium  % Change	Deductible (individual/ family)	Out of Pocket Maximum (individual/ family)	Office Visits PCP/SPC	Inpatient Hospital	ER/ Urgent Care	Prescription Drugs-Retail Network Formulary	Vision/ Dental Benefits Included
Current Plan 1	# OF SUBSCRIBERS ENROLLED IN PLAN: 13  <a href="#">Anthem Gold PPO 30/750/20%</a>	\$8386.46	\$750/ \$2250	\$7800/ \$15600	\$30/ \$55	Ded;20%	Ded;\$250; 20%/\$55	Rx Choice Tiered Network with R90 Select Level 1- \$15/ \$45/ \$85/ 30% up to \$250/script/ \$250 Ded Tier(s) 2-4  Level 2- \$25/ \$65/ \$95/ 40% up to \$250/script/ \$250 Ded Tier(s) 2-4	V2/ D1
	Contract Code: 5SYU	Current							
	CalendarYear Embedded								
Proposed Plan 1	# OF SUBSCRIBERS ENROLLED IN PLAN: 13  <a href="#">Anthem Gold PPO 30/750/20%</a>	\$8835.71	\$750/ \$2250	\$8200/ \$16400	\$30/ \$55	Ded;20%	Ded;\$250; 20%/\$55	Rx Choice Tiered Network with R90 Select Level 1- \$10/ \$50/ \$90/ 30% up to \$250/script/ \$250 Ded Tier(s) 2-4  Level 2- \$20/ \$60/ \$100/ 40% up to \$250/script/ \$250 Ded Tier(s) 2-4	V2/ D1
	Contract Code: 6BPT	5.36%							
	CalendarYear Embedded								

**Note:** In the **Vision/Dental** column, please refer to the following codes to call out additional vision and/or dental benefits included within the medical plan:

D1: Dental Embedded Pediatric Only

V2: Vision Embedded Adult Exam Plus Pediatric

# Your Alternate Options

Here are some alternate plans to consider and discuss with your agent/broker. Other options are available, so please ask your agent/broker if you would like to see additional plan options. All of our ACA compliant plans cover Preventive Care at 100% in-network. In-Network benefits are shown below. A complete listing of benefit details can be found by clicking on the plan name below in electronic copies, then enter your renewal effective date into the top box of that page. Plan change forms/instructions can be found towards the end of this package.

**Total Medical Subscribers: 13**

Alternate Options for Contract Code: 6BPT		Monthly Medical Premium _____ % Change	Deductible (individual/family)	Out of Pocket Maximum (individual/family)	Office Visits PCP/SPC	Inpatient Hospital	ER/ Urgent Care	Prescription Drugs-Retail Network Formulary	Vision/ Dental Benefits Included
Alternate Option 1	# OF SUBSCRIBERS ENROLLED IN PLAN: 13 <a href="#">Anthem Gold PPO 35/1000/20%</a>	\$8660.63	\$1000/ \$3000	\$8200/ \$16400	\$35/ \$60	Ded;20%	Ded;\$250; 20%/\$60	Rx Choice Tiered Network with R90 Select Level 1- \$5/ \$60/ \$110/ 30% up to \$250/script/ \$300 Ded Tier(s) 2-4 Level 2- \$15/ \$70/ \$120/ 40% up to \$250/script/ \$300 Ded Tier(s) 2-4	V2/ D1
	Contract Code: 6BQ1	3.27%							
	CalendarYear Embedded								
Alternate Option 2	# OF SUBSCRIBERS ENROLLED IN PLAN: 13 <a href="#">Anthem Silver PPO 45/1750/40%</a>	\$7570.73	\$1750/ \$3500	\$8500/ \$17000	\$45/ \$95	Ded;40%	Ded;\$300; 40%/\$95	Rx Choice Tiered Network with R90 Select Level 1- \$15/ \$70/ \$110/ 30% up to \$250/script/ \$300 Ded Tier(s) 2-4 Level 2- \$20/ \$80/ \$120/ 40% up to \$250/script/ \$300 Ded Tier(s) 2-4	V2/ D1
	Contract Code: 6BQD	-9.73%							
	CalendarYear Embedded								

**Note:** In the **Vision/Dental** column, please refer to the following codes to call out additional vision and/or dental benefits included within the medical plan:

D1: Dental Embedded Pediatric Only

V2: Vision Embedded Adult Exam Plus Pediatric

## Monthly Premium Comparison Details (continued)

	<i>Medical</i>	<i>Dental</i>	<i>Vision</i>	<i>Life &amp; Disability</i>	<i>Grand Total</i>
<i>Current Premium</i>	<b>\$8386.46</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$8386.46</b>
<i>New Premium</i>	<b>\$8835.71</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$8835.71</b>
<i>Premium Rate Change</i>	<b>\$449.25</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$449.25</b>
<i>Premium Percent Change</i>	<b>5.36%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>5.36%</b>

Please note that your total premium may change for various reasons, including but not limited to changes in your employee census, changes in your employees' tobacco use status where applicable, and changes to the ACA requirements. If your group has multiple products, changes made to coverage and/or participation levels may also result in the loss of any multi-product discounts.

Per the Affordable Care Act (or health care reform law), Summary of Benefits and Coverage (SBCs) can be accessed through our Internet Posting Site at [sbc.anthem.com](http://sbc.anthem.com). The benefit information included in this packet is intended to present only a general overview of the benefits. The entire provisions of benefits and exclusions are contained in the Certificate of Coverage. In the event of a conflict between the Certificate of Coverage and the description included in this packet, the terms of the Certificate of Coverage will prevail.

# Monthly Premium Rate and Product(s) Selected-Schedule B



Effective date of this Addendum is 12:01 a.m. on 07/01/2022.

This Addendum applies to the Employer and its affiliated companies as agreed to in writing by Anthem Blue Cross.

The Employer will pay a per Subscriber per month fee calculated by adding the sum of the rates for each of the Member categories (Subscriber, Spouse, up to 3 oldest Dependents 20 years and younger, and Dependents 21 years and over) set forth in the tables below:

Proposed Plan 1						Alternate Option 1						Alternate Option 2					
Anthem Gold PPO 30/750/20% Contract Code: 6BPT Rating Area: 1						Anthem Gold PPO 35/1000/20% Contract Code: 6BQ1 Rating Area: 1						Anthem Silver PPO 45/1750/40% Contract Code: 6BQD Rating Area: 1					
Age	Rate	Age	Rate	Age	Rate	Age	Rate	Age	Rate	Age	Rate	Age	Rate	Age	Rate	Age	Rate
0-14	\$351.33	31	\$532.28	48	\$750.89	0-14	\$344.37	31	\$521.74	48	\$736.01	0-14	\$301.04	31	\$456.08	48	\$643.39
15	\$382.56	32	\$543.30	49	\$783.50	15	\$374.98	32	\$532.54	49	\$767.97	15	\$327.79	32	\$465.52	49	\$671.33
16	\$394.50	33	\$550.19	50	\$820.24	16	\$386.69	33	\$539.29	50	\$803.99	16	\$338.03	33	\$471.42	50	\$702.81
17	\$406.45	34	\$557.54	51	\$856.52	17	\$398.39	34	\$546.49	51	\$839.55	17	\$348.26	34	\$477.72	51	\$733.90
18	\$419.30	35	\$561.22	52	\$896.48	18	\$411.00	35	\$550.10	52	\$878.71	18	\$359.27	35	\$480.87	52	\$768.13
19	\$432.16	36	\$564.89	53	\$936.89	19	\$423.60	36	\$553.70	53	\$918.33	19	\$370.29	36	\$484.02	53	\$802.76
20	\$445.48	37	\$568.56	54	\$980.52	20	\$436.66	37	\$557.30	54	\$961.09	20	\$381.70	37	\$487.17	54	\$840.14
21	\$459.26	38	\$572.24	55	\$1,024.15	21	\$450.16	38	\$560.90	55	\$1,003.86	21	\$393.51	38	\$490.31	55	\$877.53
22	\$459.26	39	\$579.59	56	\$1,071.45	22	\$450.16	39	\$568.10	56	\$1,050.22	22	\$393.51	39	\$496.61	56	\$918.06
23	\$459.26	40	\$586.93	57	\$1,119.22	23	\$450.16	40	\$575.30	57	\$1,097.04	23	\$393.51	40	\$502.91	57	\$958.98
24	\$459.26	41	\$597.96	58	\$1,170.19	24	\$450.16	41	\$586.11	58	\$1,147.01	24	\$393.51	41	\$512.35	58	\$1,002.66
25	\$461.10	42	\$608.52	59	\$1,195.45	25	\$451.96	42	\$596.46	59	\$1,171.77	25	\$395.08	42	\$521.40	59	\$1,024.31
26	\$470.28	43	\$623.22	60	\$1,246.43	26	\$460.96	43	\$610.87	60	\$1,221.73	26	\$402.95	43	\$533.99	60	\$1,067.99
27	\$481.30	44	\$641.59	61	\$1,290.52	27	\$471.77	44	\$628.87	61	\$1,264.95	27	\$412.40	44	\$549.73	61	\$1,105.76
28	\$499.22	45	\$663.17	62	\$1,319.45	28	\$489.32	45	\$650.03	62	\$1,293.31	28	\$427.75	45	\$568.23	62	\$1,130.55
29	\$513.91	46	\$688.89	63	\$1,355.74	29	\$503.73	46	\$675.24	63	\$1,328.87	29	\$440.34	46	\$590.27	63	\$1,161.64
30	\$521.26	47	\$717.82	64+	\$1,377.78	30	\$510.93	47	\$703.60	64+	\$1,350.48	30	\$446.63	47	\$615.06	64+	\$1,180.53

## Additional Fees or Charges:

Payment by Phone: \$10 NSF Charge: \$25 Late Payment Fee: \$25 Reinstatement Fee: \$50

The rates listed above may include charges for riders that have been purchased by the group. These additional charges are not applicable to the dependent rates. Please refer to your Monthly Premium Comparison page for dependent rates.

Anthem Blue Cross

Beth P Andersen, President

# Interested in adding a Dental Plan?

**Employers**, for more information please work directly with your broker or Anthem Sales Representative to obtain final rates.  
**Brokers**, our Anthem Connect team is here to assist. For our lowest rates, additional coverage options and to take advantage of all available discounts, please contact the Anthem Connect team at 866-956-8602 or Connect@anthem.com.

This illustration is based on the medical enrollment and the **proposed rates may not be final**. Final dental rates are determined by the total number of eligible employees and the Group Standard Industry Code (SIC).

Your small group medical plan may include embedded dental benefits. Please check with your broker or Anthem Sales Representative before purchasing additional dental coverage to ensure the best coordination of your benefits.

To add or change dental coverage on an existing Anthem plan, completion of the Specialty [Benefit Modification Form](#) is required.

## 13 Eligible Employees used for rating

SIC Code used for rating: 8211

Add	Plan Name/Contract Code	Ded Ind/Fam	Annual Max	Diag/Prev In/Out Net	Basic In/Out Net	Major In/Out Net	Ortho	Additional Features	EMP	ESP	ECH	FAM
<input type="checkbox"/>	Essential Choice Classic CA-C20 OON Reimbursement: Maximum Allowable Charge - 3984	\$50/\$150	\$1000	100%/80%	80%/60%	50%/50%	Not Covered	Endo/Perio/Oral: Major Waiting Period: None Implants : Covered	\$33.84	\$69.04	\$73.04	\$111.03
<input type="checkbox"/>	Essential Choice Classic CA-C18 OON Reimbursement: Maximum Allowable Charge - 397Y	\$50/\$150	\$1000	100%/80%	80%/60%	50%/50%	Not Covered	Endo/Perio/Oral: Basic Waiting Period: None Implants : Covered	\$35.52	\$72.47	\$76.36	\$116.06
<input type="checkbox"/>	Essential Choice Classic CA-C25 OON Reimbursement: 90th percentile of FAIR Health - 3KM8	\$50/\$150	\$1500	100%/80%	80%/60%	50%/50%	Not Covered	Endo/Perio/Oral: Basic Waiting Period: None Implants : Covered	\$53.16	\$108.44	\$113.91	\$173.15
<input type="checkbox"/>	Essential Choice Classic CA-C33 OON Reimbursement: 90th percentile of FAIR Health - 3KMG	\$50/\$150	\$2000	100%/100%	80%/80%	50%/50%	Not Covered	Endo/Perio/Oral: Basic Waiting Period: None Implants : Covered	\$65.20	\$133.00	\$141.57	\$215.19
<input type="checkbox"/>	Essential Choice Classic CA-C67 OON Reimbursement: Maximum Allowable Charge - 4DGN	\$50/\$150	\$(n/a)	100%/80%	80%/60%	50%/50%	Not Covered	Endo/Perio/Oral: Basic Waiting Period: None Implants : Covered	\$47.86	\$97.64	\$102.88	\$156.37

Coverage Types - EMP=Employee Only, ESP=Employee/Spouse, ECH=Employee/Child(ren), FAM = Family

## Authorization for ANY Plan Change

Group Email Address: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**COMPLETE, SIGN, and Email to [sguwca@anthem.com](mailto:sguwca@anthem.com).**



# Interested in adding a Vision Plan?

**Employers**, for more information please work directly with your broker or Anthem Sales Representative to obtain final rates.  
**Brokers**, our Anthem Connect team is here to assist. For our lowest rates, additional coverage options and to take advantage of all available discounts, please contact the Anthem Connect team at 866-956-8602 or Connect@anthem.com.

This illustration is based on the medical enrollment and the **proposed rates may not be final**.

Small Group Medical plans may include some form of vision care for eligible adults and children. Add a Material Only Plan to complete the Vision package, or a Full Service Plan for members who are not covered by a Medical plan.

To add or change vision coverage on an existing Anthem plan, completion of the Specialty [Benefit Modification Form](#) is required.

## 13 Eligible Employees used for rating

Add	Plan Name/Contract Code	Plan Type	Exam Frequency	Lens Frequency	Frame Frequency	Exam Copay	Lens Copay	Frame Benefit	Contact Benefit	EMP	ESP	ECH	FAM
<input type="checkbox"/>	MO.A.10.150.150 4CC7	Materials Only	Unlimited	Once every calendar year	Once every calendar year	Not Covered	\$10	\$150	\$150	\$6.52	\$13.03	\$13.26	\$22.00
<input type="checkbox"/>	MO.B.10.150.150 4BHM	Materials Only	Unlimited	Once every calendar year	Once every other calendar year	Not Covered	\$10	\$150	\$150	\$6.04	\$12.08	\$12.29	\$20.39
<input type="checkbox"/>	FS.A.10.25.150.150 4B5L	Full Service	Once every calendar year	Once every calendar year	Once every calendar year	\$10	\$25	\$150	\$150	\$7.60	\$15.20	\$15.27	\$25.40
<input type="checkbox"/>	FS.B.10.25.130.130 4BFU	Full Service	Once every calendar year	Once every calendar year	Once every other calendar year	\$10	\$25	\$130	\$130	\$6.78	\$13.57	\$13.68	\$22.73
<input type="checkbox"/>	FS.C.20.20.130.80 4C2S	Full Service	Once every calendar year	Once every other calendar year	Once every other calendar year	\$20	\$20	\$130	\$80	\$4.51	\$9.02	\$9.25	\$15.32

Plans shown are for Employer Paid options, which are subject to minimum participation requirements. Please refer to your state specific guidelines.  
Voluntary plans are available for eligible groups.

Coverage Types - EMP=Employee Only, ESP=Employee/Spouse, ECH=Employee/Child(ren), FAM = Family

### Authorization for ANY Plan Change

Group Email Address: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**COMPLETE, SIGN, and Email to [sguwca@anthem.com](mailto:sguwca@anthem.com).**



## Eligible Employers

Only private sector employers are considered “eligible employers” for purposes of mandatory enrollment in the CalSavers program. The law defines an “eligible employer” as “a person or entity engaged in a business, industry, profession, trade, or other enterprise in the state, whether for profit or not for profit, excluding the federal government, the state, any county, any municipal corporation, or any of the state’s units or instrumentalities.”

Charter schools do not clearly fall into the exception stated here as they are not federal, state, county, or municipal corporations, and there is no definition in the CalSavers legislation for what it means to be “any of the state’s units or instrumentalities.”

The CalSavers employer advice hotline representative believe the state and federal exemptions apply to schools but they are unclear if they apply to charter schools. The CalSaver office has a master list of employers that are required to enroll in the program.

## Exclusions for Employers Providing a Plan

Aside from the public sector employer question, there is another way SVA can be exempt, and therefore avoid the ambiguous issue of whether it is a public sector employer under this particular law.

Specifically, if an employer offers a “qualified retirement plan” it is not required to enroll in CalSavers. Fortunately, CalSTRS is a qualified plan, however, Social Security for non-CalSTRS members is not. Partial coverage for employees is not enough – all employees would have to have a retirement plan option for the exclusion to apply.

Social Security employees perhaps should have access to another qualified plan, such as one of the following:

- 401(a) – Qualified Plan (including profit-sharing plans and defined benefit plans)
- 401(k) plans (including multiple employer plans or pooled employer plans)
- 403(a) - Qualified Annuity Plan or 403(b) Tax-Sheltered Annuity Plan
- 408(k) - Simplified Employee Pension (SEP) plans
- 408(p) - Savings Incentive Match Plan for Employees of Small Employers (SIMPLE) IRA Plan
- Payroll deduction IRAs with automatic enrollment

If SVA offers any of these to non-CalSTRS employees, it is exempt from enrollment in CalSavers, regardless of public employer status.

# PELCO SALES & SERVICE

**2430 Sprig Court Suite #F ~ Concord, CA 94520**

**Phone #510-653-9850 - Email: [pelco1969@sbcglobal.net](mailto:pelco1969@sbcglobal.net)**

**Contractor's Lic. #675829**

**SOLD TO:** Shan'el Valley Academy

**Date:** April 20, 2022

**ADDRESS:** 1 Ralph Bettcher Drive Hopland, CA

**PHONE/EMAIL** Julie@goldenvineyards.com

\*This sales order, when executed by seller below, constitutes an absolute sale, not a trial, not on approval, not subject to cancellation. \*

**Please find quote to provide and perform the following:**

(1) A.W.I.P. "L" shaped- Walk in Cooler – Approximately 13' X 12' X 9' - NO FLOOR

Box shall be constructed of 4" urethane panels with white interior and exterior.

Include: (1) 36" X 78" walk in door, pre-wired light switch, LED lights, and thermometer.

Refrigeration shall consist of (1.5) HP outdoor condensing unit 208/230 volts single phase, with matching evaporator coil, expansion valve, solenoid, thermostat, piping, fittings, drain line heater, and all necessary parts for an operating system.

\*\*\*\* Drain shall be run to the exterior\*\*\*\*

Sub- TOTAL	\$38,850.000
Tax -9.75%	\$ 1,895.40
<b>TOTAL</b>	<b>\$40,745.40</b>

**50% Down payment required – balance due upon delivery**

**Price includes: Delivery and installation of walk in box and refrigeration above.**

**Warranty: 90 days labor, 1 year parts, and 5 year on compressor ONLY .**

**\*\*\*All electrical, plumbing, cement work, finishing trim, coring, and sprinkler work to be performed by others\*\*\***

**\*\*\*\*All drawings and permits, if necessary shall be billed separately\*\*\*\***

No plumbing, wiring, sheet metal, or carpentry work included unless specified. Not responsible for inadequate electrical or plumbing supply.

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

Phone # \_\_\_\_\_ Date: \_\_\_\_\_



Pisanick Partners, LLC  
440-922-6770

8225 Brecksville Road, Ste 1  
Brecksville, Ohio  
44141  
United States

**Prepared For**  
Amy Frost  
Shanél Valley Academy  
1 Ralph Bettcher Dr  
Hopland, California  
95449  
United States

**Proposal Date**  
05/17/2022

**Proposal Number**  
0000425

This Statement of Work ("SOW") is dated as of 6/1/2022 between Pisanick Partners, LLC ("PPLLC") and Shanél Valley Academy ("Client"). The Term of this SOW begins upon execution and ends on 5/31/2023.

## Scope of Work

### **PPLLC Deliverables:**

1. The purpose of this scope of work is to define the roles and responsibilities for a PPLLC member/team to assist with the Client. This team will perform the following functions:
  1. Develop Menus that meet State and Federal requirements
  2. Teach onsite employee how to enter CNIPs claims and support as needed
  3. Compliance-general program compliance and NSLP regulations
  4. Training on food service and any area needed to run the program
  5. Support as needed

### **Client Deliverables**

1. **Software Solutions**
  1. Health-E Meal Planner Pro/[myschoolmenus.com](https://myschoolmenus.com)
    1. Client will pay for Health-E Meal Planner Pro license from PPLLC. The license is annual and renews yearly on the anniversary date.
2. **Administrative Support based on recommendations from PPLLC**

**Scope of Services**

You agree to pay us for work that we will do for you. We'll send you an invoice and you agree to pay within 21 days. We don't like to charge late fees but reserve the right to if payment times become excessive.

**Employment**

To accomplish the work, we will use our employees and/or contractors of ours. You agree not to hire any of them for 3 years after we finish working with you.

**Confidentiality**

We'll keep all confidential information confidential. You agree to do the same.

**Ownership**

You will own all the work that we do for you. If you use our ingredient/menu database, all of the items that you add to your menu cycles belong to you. The menu cycles that we create for you belong to you. The rest of the database belongs to us.

**Facilities**

You will allow us to use your facilities to perform the work that we are going to do. We will abide by all of your rules regarding safety, security and conduct that you let us know about.

**Warranties**

We will perform all services in a workmanlike and professional manner. We make no other warranties.

**Limitation of Liability**

We won't be liable for any damages over the amount of fees that you have paid to us for the specific work that we are doing for you. Also, we aren't responsible for any damages such as business interruption, loss of profits or opportunities.

**Termination**

If the Scope of Work for our services defines a time period, then you can cancel after that time period has expired. If it does not define a time period, you can cancel after you have paid us for our services.

**Independent Contractor**

We're an independent contractor for you and not an agent, employee, partner or joint venturer.

**Expenses and Attorney Fees**

In the event that something from this agreement or the Scope of Work needs to be resolved in court or with arbitration, the prevailing party shall be entitled to recover their legal fees and costs.

**Non Compete**

You agree not to sell products/services to our existing clients without our express written permission.

Pricing

Description	Rate	Qty	Line Total
Consulting Block of Hours PPLLC will provide 75 hours of consulting to complete items listed on the SOW above. Invoices for hours used will be billed monthly.	\$100.00	75	\$7,500.00
HMPPro HealthE Meal Planner Pro System -Limited District License including Global Database, Manufacturer Marketplace, Production Reports and 1 administrative login per district.	\$3,135.00	1	\$3,135.00

- Production Module School Site Production Records
- Production Module including individual site logins, central kitchen functionality and production records
- Health-e Interactive Public Menus/App
- Health-e WebConnect for Public Menus/App
- \*Annual Recurring license fee\*

HMPPro	\$495.00	1	\$495.00
One time setup fee			
Subtotal			11,130.00
Tax			0.00
Proposal Total (USD)			\$11,130.00

Notes

Annual license billed yearly on anniversary date. Account setup fee is only a one time charge from HMPPro to setup the new instance.

Amy Frost, Shan  l Valley Academy

**SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING  
IDENTIFICATION, EVALUATION AND EDUCATION**

**A. SECTION 504 POLICY**

The Board of Directors of the Shanél Valley Academy (“SVA” or the “Charter School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education (“FAPE”) and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a FAPE.

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The Charter School’s Principal or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If SVA does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent’s/guardian’s procedural safeguards. SVA shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural

safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. SVA shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. SVA will implement this policy through its corresponding procedures.

## **B. SECTION 504 PROCEDURES**

### **A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by SVA
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **FAPE** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory,



circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment –**

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The School Counselor shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at 707-744-1485.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

- 1. SVA will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
- 2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to

another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what

regular or special education and/or related aids and services are appropriate to ensure that the student receives a FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it

is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. SVA shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, SVA shall schedule a 504 Team meeting to review the existing 504 Plan. SVA shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - Examine relevant records

- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to Charter School policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Keenan Tyner, School Counselor  
1 Ralph Bettcher Drive, Hopland CA 95449  
707-744-1485 ext. 134

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Principal or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with SVA or any district within the Ukiah Unified School District or the Mendocino County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
- The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
- Mediation by a neutral third party.

- Review of the 504 Plan by the Principal or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
  7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
  8. The parent/guardian and the School shall be afforded the rights to:
    - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
    - Present written and oral evidence.
    - Question and cross-examine witnesses.
    - Receive written findings by the hearing officer.
  9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
  10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
  11. SVA shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.
- F. Suspension and Expulsion, Special Procedures for Students with Disabilities

SVA shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SVA will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who

is otherwise qualified for such services or protections in according due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SVA, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If SVA, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SVA, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that SVA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and SVA agree to a change of placement as part of the modification of the BIP.

If SVA, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then SVA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or SVA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and SVA agree otherwise.

### 4. Special Circumstances

SVA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or



- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated SVA's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if SVA had knowledge that the student had a disability before the behavior occurred.

SVA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SVA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other SVA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education teacher or to other SVA supervisory personnel.

If SVA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If SVA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SVA shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by SVA pending the results of the evaluation.

SVA shall not be deemed to have knowledge of the student that had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION,**

## ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have SVA advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have SVA make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by SVA.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from SVA to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If SVA refuses this request for amendment, the Charter School

- shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
  14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
  15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Principal for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
  16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
San Francisco Office  
50 United Nations Plaza  
San Francisco, CA 94102  
(415) 486-5555 PHONE  
(415) 486-5570 FAX  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from SVA for exercising any of these rights.

Please contact Keenan Tyner, 504 Coordinator, c/o Shanél Valley Academy, 1 Ralph Bettcher Drive, Hopland CA 95449, (707) 744-1485 ext. 134 with any questions regarding the information contained herein.

Adopted: 9/6/2021

Amended: 4/21/22

# SVA School Calendar 2022-2023

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Federal holidays 2022/23		School Holidays/Events 2022/23		
Jul 3, 2022 - Independence Day (obs.)	Jan 16, 2023 - Martin Luther King Day	School Holidays/Events 2022/23	Oct 31, 2022 – Teacher Work Day	Mar 27-31, 2023 – Spring Break
Sep 5, 2022 - Labor Day	Feb 20, 2023 - Presidents' Day	Aug 15-23, 2022 – Teacher Work Day	Nov 1, 2022 – Teacher Work Day	April 10, 2023 – Teacher Work Day
Nov 11, 2022 - Veterans Day	Mar 31, 2023 - Good Friday (obs.)	Aug 24, 2022 – First Day of School	Nov 21-25, 2022 – Fall Break	May 5, 2023 – Cinco De Mayo Festival
Nov 24, 2022 - Thanksgiving Day	May 29, 2023 - Memorial Day	Sept 15, 2022 – Back to School Night	Dec 22, 2022 – Winter Sing	May 18, 2023 – Open House / Spring Sing
Dec 26, 2022 - Christmas Day (obs.)	Jun 19, 2023 - Juneteenth	Sept 19-23, 2022 – Parent Conferences	Dec 23, 2022, – Jan 6, 2023 – Winter Br.	June 8, 2023 – Last Day of School
Jan 2, 2023 - New Year's Day (obs.)		Oct 28, 2022 – Fall School Parade	Feb 17, 2023 – Teacher Work Day	June 9, 2023 – Teacher Work Day

■ School-Wide Holiday/Break 
 ■ Teacher Work Day - No School For Students 
 ■ Event at SVA 
 ■ Minimum Day / School out at 1:10pm

# SVA Bell Schedule 2022-2023

## TK, Kinder, 1, 2, and 3 SCHEDULE 7:30 - 2:10

	Monday, Tuesday, Thursday, Friday
7:30-8:00	Morning Supervision
8:00	Morning Bell
8:00-8:20	Morning Meeting, Breakfast in the Classroom
8:20-9:25	Class Time
9:25-9:40	Recess
9:40-10:45	Class time
10:45-11:15	Class time
11:15-11:45	Play Works
11:45-12:05	Lunch
12:05-12:25	Recess
12:25-1:00	ELD/Enrichment/Interventions
1:00-2:00	PBL/Science/Early Pickup (TK)
2:00-2:10	Closing Meeting
2:10-2:25	Parent Pickup/Supervised Recess -->
2:25-2:55	Academic Assistance
2:25-5:30	DEN (After School Program)

## TK, Kinder, 1, 2, and 3 SCHEDULE 7:30 - 1:10

	Wednesday
7:30-8:00	Morning Supervision
8:00	Morning Bell
8:00-8:20	Morning Meeting, Breakfast in the Classroom
8:20-9:25	Class Time
9:25-9:40	Recess
9:40-10:45	Class time
10:45-11:15	Class time
11:15-11:45	Play Works
11:45-12:05	Lunch
12:05-12:25	Recess
12:25-1:00	ELD/Enrichment/Interventions
1:00-1:10	Closing Meeting
1:10-1:30	Parent Pickup/Supervised Recess -->
1:30-5:30	DEN (After School Program)

## 4, 5,6 Grade SCHEDULE 7:30 - 2:55

	Monday, Tuesday, Thursday, Friday
7:30-8:00	Morning Supervision
8:00	Morning Bell
8:00-8:20	Morning Meeting, Breakfast in the Classroom
8:20-9:25	Class Time
9:25-9:40	Recess
9:40-10:45	Class time
10:45-11:15	Class time
11:15-11:45	Play Works
11:45-12:05	Recess
12:05-12:25	Lunch
12:25-1:00	ELD/Enrichment/Interventions
1:00-2:45	PBL/Science
2:45-2:55	Closing Meeting
2:55-3:25	Parent Pickup/Supervised Recess -->
3:25-4:00	Academic Assistance
3:25-5:30	DEN (After School Program)

## 4, 5,6 Grade SCHEDULE 7:30 - 1:10

	Wednesday
7:30-8:00	Morning Supervision
8:00	Morning Bell
8:00-8:20	Morning Meeting, Breakfast in the Classroom
8:20-9:25	Class Time
9:25-9:40	Recess
9:40-10:45	Class time
10:45-11:15	Class time
11:15-11:45	Play Works
11:45-12:05	Recess
12:05-12:25	Lunch
12:25-1:00	ELD/Enrichment/Interventions
1:00-1:10	Closing Meeting
1:10-1:30	Parent Pickup/Supervised Recess -->
1:30-5:30	DEN (After School Program)