Principal's Report to the Sacramento Valley Charter School Board of Education

Wednesday, August 12, 2026

Teacher Hires:

- Selected potential teacher candidates from a large pool of EdJoin applicants, checked credentials on CTC's website.
- Screened each candidate by phone, and then scheduled interviews
- Interviewed and selected candidates; called for reference checks; wrote preliminary offer letters, as well as letters to those candidates not selected.
- This is the first time SVCS has had a 100% fully credentialed teaching staff since I have been principal.

Additional Hires:

- HR/Payroll Technician
- Instructional Aides
- Van Driver

Create/Completed:

- Parent Welcome Letter for school website
- All-Staff Meeting Agendas and Power Point Presentations
- Homeless Youth Enrollment Policy for Board approval
- Homeless Youth Enrollment Policy Power Point
- Foster Youth Transportation Policy for Board approval
- Foster Youth Transportation Policy Power Point
- Adjustment of the Master, Bell, and Punjabi Schedules based on class configurations
- CAASPP Test Security Affidavit

New School Year Planning Meetings:

- Coordinated Services Team
- Special Education
- School Counselor
- Fiscal Services

- Instructional Coach
- Office Staff
- New Teacher Orientation meeting with teachers
- Contractors/Vendors/Instructional Service Providers

  -Music

  -Spanish language (VAPA elective)

  -Ascend (speech pathology)

Preliminary Work:

- WUSD MOU Checklist
- TOMS Assessment Platform for CAASPP assessment coordinators

LAUNCHING AN OUTSTANDING YEAR WHERE EVERYONE HAS THE OPPORTUNITY TO:

LEARN, COMPETE, EXCEL



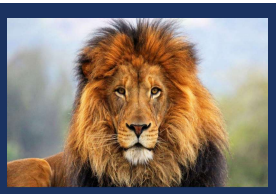
Sacramento Valley Charter School
Tuesday, August 11, 2026
Dr. Vendetta Dozier-Brown, Principal

AGENDA



- My Journey
- Professionalism
- First Day of School Teacher Expectations
- Employee Evaluations
- Achievements
- Areas for Growth and Refinement
- Your Vision for SVCS

PROFESSIONALISM IN THE WORKPLACE: EMPLOYEE EXPECTATIONS



- Dress professionally for the work you perform. SVCS discourages jeans, tees, leggings/jeggings worn as pants, athletic shorts, muscle shirts, athletic suits (other than P.E. teachers or coaches) or revealing attire. For teachers and instructional support staff, business casual is the standard expectation.
- Greet and interact with others respectfully (students, parents, colleagues, visitors, School Board, community members, volunteers, vendors, contractors, business persons)
- Collaborate and work with colleagues for the good of our students and our school
- Be punctual and prepared every day – others are depending on you and your expertise.
- Gossip, disparaging remarks, backbiting, spreading rumors, undermining others, and discourteous conduct **ARE NOT THE SVCS WAY.**
- Communicate with others in a positive manner, whether the person is an adult or child.
- Aspire to transparency, openness, honesty, and seeking to understand others' points of view.
- Always growing…always aspiring to become a better version of yourself….exceed expectations…make yourself proud!

FIRST WEEK OF SCHOOL



First Day:

1) FIRST DAY: Letter home to parents introducing you as their child's teacher:
2) Information about your expectations; any supplies needed; how parents can support you
3) Teach rules, systems, routines, signals, transitions; have students discuss, practice, etc. (continue through the week)
4) Show students your classroom organizational requirements (student desks, materials, textbooks, etc.)

FIRST WEEK:

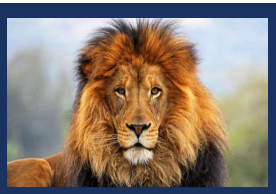
1) If students are receiving Chromebooks, teach proper care of their devices
2) Follow the ELA curricular guidelines for the first week of school; often it simply consists of "getting to know you, etc. activities)
3) Start math instruction right away, even if this just means providing basic math review, computation, math puzzles, etc.

25 – 26 SHINING ACHIEVEMENTS





CAASPP
25-26



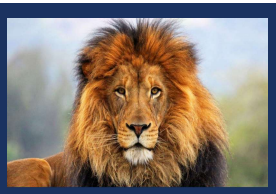
SUBJECT	STANDARD	PROGRESS
MATHEMATICS	EXCEEDED STANDARD	20.5 POINTS ABOVE STANDARD
ELA	EXCEEDED STANDARD	28.5 POINTS ABOVE STANDARD
ELD	MAKING PROGRESS: 67.1%	8.6% DECLINE
SCIENCE	MET STANDARD	MET STANDARD
PHYSICAL EDUCATION	MET STANDARD	MET STANDARD
SUSPENSION RATE	MET STANDARD	1.4% DECLINE
CHRONIC ABSENTEEISM	PERCENTAGE: 19.1%	4.,2 % INCREASE

PARENT INVOLVEMENT & EXTRACURRICULARS



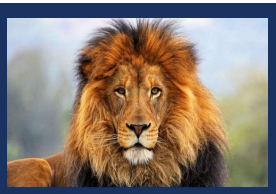
PARENTAL INVOLVEMENT	EXTRACURRICULARS
English Learner Advisory Committee (ELAC)	Student Council
Parent Volunteerism in the Classroom	Yearbook Club
Parent Teacher Organization (PTO)	Robotics
Interview Panels for Teacher Selection	Girl Scouts
Student Awards Participation	Intramural Sports
STEAM Night	Chess Club
Back-to-School Night	Talent Show
Multicultural Night	Carnival
Field Trip Chaperones	Holi Run

CURRICULUM AND INSTRUCTION



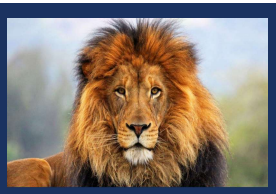
- NWEA Measures of Academic Progress: Benchmarks and ongoing student progress
- Student incentives established for using Exact Path (online learning platform) to advance academic goals
- New K-8 curriculum: ELA, Soc. St, & Science.
- Writing & Science emphasis. TK-8 students now receiving science on a consistent, daily basis.
- More robust Gr. Level data review meetings each trimester led by instr. coach
- Promethean Boards IN EVERY CLASSROOM
- 100% Special Education Compliance initiated by SPED team
- Expanded the After School Program; Winter, Spring, and Summer Intersession Programs
- Contracted music program (Barn dance and autoharp instruction)
- 100% Credentialed teachers in every TK-8 Classroom (Preliminary, Induction, or Clear Credential)

STAFF PROFESSIONAL DEVELOPMENT



- 25-26 Professional Development: Transportation Department, Instructional Aides; Technology Training for teachers and support staff
- Teachers, principal, and certificated support staff attended Professional Learning Communities Conferences in Las Vegas, Seattle, and Sacramento
- All staff received Mandatory Vector and CPR Training
- Principal attended and also presented at the CA Charter School Conference in Long Beach
- Various Curriculum and Assessment Trainings for Teachers

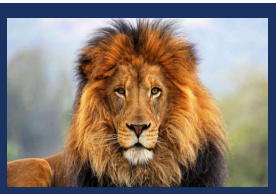
FACILITIES AND INFRASTRUCTURE





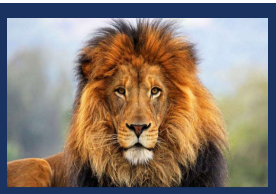
FACILITIES & INFRASTRUCTURE
Modernization of spaces: Main Office, HR, Instructional Coach, SPED, VAPA, Tech
Met Williams Act Criteria
Met Safety or Nearly Met Inspection Criteria
School Safety Plan Submitted

AREAS FOR IMPROVEMENT, DEVELOPMENT, AND GROWTH



Academics	School Culture	Parental Involvement	Infrastructure
Exceed ELA, ELD, Math, Sci Stds.	Work towards building greater trust and respect among all SVCS staff	Parent Classes	Additional classroom spaces
Implement Curric. w/Fidelity	Positive student behavioral supports	After-School Events	Play Space; Athletic Field
TK-8 VAPA	Ongoing PD-All Staff	Strengthen PTO	Continue to improve tech infrastructure and services
Writing & Science emphasis	Staff Celebrations/Events	ELAC Meetings	

ACTIVITY



YOUR VISION FOR SVCS

Ms. Fatima Martin will provide you will a card entitled, "My Vision for SVCS." Please write your vision for our school and place on the ***SVCS VISION BOARD*** *across from the front office. Each statement will be read and taken into consideration as we work diligently during 26-27 to improve our school culture, operations, services, and scholar success. Please do not write your name on the card. Thank you!*

HOMELESS YOUTH

SCHOOL AND COMMUNITY SUPPORTS FOR STUDENTS EXPERIENCING HOMELESSNESS



Sacramento Valley Charter School
Professional Development Module
August, 2026

AGENDA

- Definition of Homeless Youth
- McKinney-Vento Act Legislation
- McKinney-Act Requirements for Student Identification and Immediate Enrollment
- Homeless Education Technical Assistance Center (HETAC)
- Technical Assistance and Resources Available through HETAC
- Sacramento Valley Charter School Homeless Policy
- School Personnel Responsibilities

DEFINITION OF HOMELESS YOUTH



The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

MCKINNEY-VENTO ACT



- The McKinney-Vento Act is a federal law ensuring that children and youth experiencing homelessness have equal access to public education.
- It mandates immediate school enrollment, transportation, and support services to minimize educational disruptions caused by unstable housing.

HOW IS HOMELESSNESS DEFINED?

- ***Under the McKinney-Vento Act, homelessness is defined as lacking a "fixed, regular, and adequate nighttime residence." Eligible youth include those who are:***
- **Doubled-up:** Sharing housing with others due to economic hardship or loss of housing.
- **Transitional:** Living in emergency shelters, transitional housing, motels, hotels, or campgrounds.
- **Unsheltered:** Sleeping in cars, parks, public spaces, abandoned buildings, or substandard housing.
- **Unaccompanied:** Youth who are not in the physical custody of a parent or guardian.

IMMEDIATE ENROLLMENT MANDATES FOR PUBLIC SCHOOLS

Immediate Enrollment Mandates:

- ***"Immediate"*** means the student must be allowed to attend classes and participate fully in all school activities right away. Enrollment cannot be delayed for any of the following reasons:
- Lack of academic, medical, or immunization records.
- Lack of proof of residency or address verification.
- Lack of birth certificates or guardianship papers.
- Missed school district application or enrollment deadlines.
- Lack of uniforms or necessary school supplies (the district must assist in securing these if needed).

HOW SACRAMENTO VALLEY CHARTER SCHOOL RESPONDS

- Ensure that students experiencing homelessness are identified.
- Ensure that students experiencing homelessness are enrolled in school immediately.
- Ensure that students and families experiencing homelessness, including unaccompanied youth are aware of the school and community-based resources available to support the students' education and to address their basic needs.
- Equip school staff with the knowledge and resources they need to assist and support students experiencing homelessness.

QUESTIONS?



FOSTER YOUTH EDUCATION RIGHTS



Sacramento Valley Charter School
Wednesday, August 11, 2026

Dr. Vendetta Dozier-Brown, Principal

EDUCATION RIGHTS HOLDERS (ERH)

- Every foster youth under age eighteen must have an ERH, who is required to make education decisions in the
- Your ERH may be your parent or legal guardian, your caregiver, or another person chosen by the court.
- Your ERH cannot be your social worker or probation officer, your attorney, or group home or school staff members.
- If you believe your education rights have been violated, you can file a complaint. The school has 60 days to investigate and give you a written response. For information about how to file a complaint, please visit the **California Department of Education's Uniform Complaint Procedures,** or call the California Department of Education Integrated Student Support and Programs Office at 916-319-0836.

Rights of Foster Youth as per CA Ed Code



#1: RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN



- **You have the right to stay in the same school after you move to a new foster care placement. Your "school of origin" can be:**
  - The school you attended when you first entered foster care,
  - The school you most recently attended, or
  - Any school you attended in the last 15 months that you feel connected to.

Changing Schools

- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.

- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.



#2: RIGHT TO IMMEDIATE ENROLLMENT



- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or individualized education program) or you did not check-out from your previous school.
- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout.

#3: SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than five school days in a row or for more than 20 days in a school year.

- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your ERH or attorney before providing an oral or written statement to the school or police.

School Discipline Rights: Required Meetings/Hearings



- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond five days and a suspension can only be extended if you are being considered for expulsion.

- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.

- If you are facing school discipline, your ERH, attorney and social worker must be notified.

School Discipline Rights: Students with IEP's



If you are in special education and the school district is proposing a change of placement your ERH, attorney and social worker must be invited to the manifestation determination Individualized Education Program meeting to decide whether your behavior was related to your disability.

#4: RIGHT TO YOUR SCHOOL RECORDS



- You have the right to access your school records if you are sixteen years or older or have finished grade ten.
- Your social worker/probation officer and ERH can access your school records as well.
- Your caregiver can access your current school records.

TRANSPORTATION

- The school district must work with you, your education rights holder (ERH), your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.



Transportation: Responsibilities

- (5)(A) Paragraphs (2), (3), and (4) do not require a school district to provide transportation services to allow a foster child to attend a school or school district, unless there is an agreement with a local child welfare agency that the school district assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless otherwise required under federal law.
- This paragraph does not prohibit a school district from, at its discretion, providing transportation services to allow a foster child to attend a school or school district.

Transportation: Collaboration

- (B) In accordance with Section 6312(c)(5) of Title 20 of the United States Code, local educational agencies shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster youth.

Transportation: Schools' Written Policy

- Section 6312(c)(5)(B) of Title 20 of the United States Code states:(c) Each local educational agency plan shall provide assurances that the local educational agency will collaborate with the State or local child welfare agency to--…

- (B) by not later than 1 year after December 10, 2015, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:

Transportation: Schools' Written Policy

- (i) Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 675(4)(A) of Title 42; and
- (ii) Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if--
- (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
- (II) the local educational agency agrees to pay for the cost of such transportation; or
- (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation….

QUESTIONS?