

# Sacramento Valley Charter School Transaction Report

December 9, 2024 to January 8, 2025

	Account	Amount
Total for 8096 - Cash in Lieu of Property Taxes	UNRESTRICTED REVENUE:0000 - Unrestricted:8096 - Cash in Lieu of Property Taxes Aug - Nov 2024	\$ 271,154.00
Total for Miscellaneous	UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Miscellaneous , Donation	\$ 150.00
Total for Transportation	UNRESTRICTED REVENUE:0000 - Unrestricted:8699 - Other Local Income:Transportation	\$ 10,800.00
Total for 8311 - Special Education - State	V RESTRICTED REVENUE:6500 - Special Education - 24-25 Dec State SacVly	\$ 27,359.00
	24-25 Dec NPSRTC SacVly	-\$ 395.00
		\$ 26,964.00
Total		\$ 309,068.00

# Sacramento Valley Charter School

## Check Detail

December 6, 2024 - January 7, 2025

Date	Transaction Type	Num	Name	Memo/Description	Amount
12/11/2024	Check	5948	Broadway Auto Service	For Vans' Repairs - Ford/ Toyota	\$ 1,407.38
12/11/2024	Check	5949	US Foods, Inc	For Lunch/ Breakfast Grocery	\$ 19,208.88
12/11/2024	Check	5950	West Sacramento Truck Stop	For Fuel	\$ 3,866.47
12/11/2024	Check	5951	Certified Interpreting Services LLC	For Interpretation	\$ 360.00
12/11/2024	Check	5952	Young, Minney & Corr, LLP	For Legal Fee	\$ 4,725.00
12/11/2024	Check	5953	WageWorks	For Cobra Services	\$ 100.00
12/11/2024	Check	5954	The UPS Store	For Mailing & Employee Fingerprints	\$ 1,758.39
12/11/2024	Check	5955	New Horizon Flooring	Janitorial Services for the month of December	\$ 6,300.00
				Classroom Disinfection Services	\$ 250.00
				Additional Day Porter services for 15 days	\$ 1,897.50
					<u>\$ 8,447.50</u>
12/11/2024	Check	5956	Vertex Education, LLC	For NSLP Administration	\$ 7,411.11
12/11/2024	Check	5957	US Bank	For After School Snacks	\$ 979.65
				For After School Supplies	\$ 64.87
				For Classroom Supplies	\$ 508.91
				For Office Supplies	\$ 722.51
				For Awards	\$ 113.96
				For PD & Refreshments	\$ 978.14
				For Microsoft & Wave Cloudsub Services	\$ 591.74
				For PD & Snacks	\$ 472.09
				For Nuso	\$ 577.75
				For Security	\$ 600.00
				For Field Trip	\$ 464.00
				For Parents participation	\$ 103.37
				For DMV	\$ 55.14
				For Postal Stamps	\$ 314.40
				For Bus repair and inspections	\$ 274.69
				For CLAD Course	\$ 918.46
				For Reading Books	\$ 137.56
					<u>\$ 7,877.24</u>
12/11/2024	Check	5958	Buck Master	For Printer Staples	\$ 252.18
12/13/2024	Check	5959	Krystal Walters	Manual Check	\$ 3,988.01
12/13/2024	Check	5960	Ascend Rehab Services	For Speech Therapist	\$ 3,915.00
12/13/2024	Check	5961	Bode & Bode Lock Safe	For Security - Lock Fixed	\$ 445.25
12/13/2024	Check	5962	Great America Financial	For Copier Lease	\$ 1,441.94
12/13/2024	Check	5963	Commission on Teacher Credentialing	For Application Fee	\$ 100.00
12/16/2024	Check	5964	Nor- Cal Security	For Security	\$ 7,350.00
12/16/2024	Check	5965	The B Street Theatre	5th Grade Field Trip	\$ 500.00

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12/17/2024	Check	5966 Leonardo Preciado-Chavez	Reimbursement for the Classroom Supplies	\$ 43.29
12/19/2024	Check	5967 Serve 3 Network	For 7 faculty laptops/ setup and configuration for Stream Beam	\$ 11,964.16
12/19/2024	Check	5968 Wave Broadband	For Phone & Internet Services	\$ 2,883.96
12/19/2024	Check	5969 NCS Pearson, INC	For Special Education	\$ 18.60
12/20/2024	Check	5970 Nor- Cal Security	For School Security Services	\$ 3,675.00
01/06/2025	Check	5971 K-12 Health	For School Nurse	\$ 1,137.50
01/06/2025	Check	5972 Vicky Dali CPA LLC	Invoice for the month of December 2024	\$ 4,972.50
01/06/2025	Check	5973 Buck Master	For Printer Toner & Staples	\$ 582.14
01/06/2025	Check	5974 PG&E	For Solar/Utility Charges	\$ 9,243.27
01/06/2025	Check	5975 Sikh Temple - Rent Payable	Rent for the months of November to January	\$ 89,098.00
01/06/2025	Check	5976 West Sacramento Truck Stop	For Fuel	\$ 4,656.39
01/06/2025	Check	5977 Sabrina Victoria Rios	For Professional Development Training	\$ 556.96
01/06/2025	Check	5978 DMV	For Ford Van - Registration Renewal	\$ 843.00
01/06/2025	Check	5979 MetLife	For Life/ AD&D	\$ 451.23
01/06/2025	Check	5980 T-mobile	For Hotspot Connection	\$ 280.00
			For School Cell Phones	\$ 237.76
				<u>\$ 517.76</u>
01/06/2025	Check	5981 Young, Minney & Corr, LLP	For Legal Fee	\$ 3,117.50
01/07/2025	Check	5982 Wage Works	For Cobra Services	\$ 100.00
01/07/2025	Check	5983 City of West Sacramento	For Utility Charges	\$ 331.63

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Addendum #4 to the  
Lease Agreement July 1, 2019 to June 30, 2027

Between

Sacramento Valley Charter School (SVCS), 2399 Sellers Way, West Sacramento, CA 95691

and

Sikh Temple of Sacramento (Temple), 2301 Evergreen Avenue, West Sacramento, CA 95691

Addendum effective date: 01/01/2025

This is the fourth addendum to the Lease Agreement for the period of July 1, 2019 – June 30, 2027, as signed and executed on or about January 8, 2025, between the above-listed parties. The change is agreed to as follows:

1. This addendum adds 1,044 square feet to the existing lease at the current monthly lease rate of \$1.733 per square foot. The added square feet consist of two offices and a staff lounge located at 2301 Evergreen Avenue. The additional monthly rent is \$1,809.
2. All other terms continue, as described, in the existing lease documents, including that annual rent increases begin each July 1<sup>st</sup> at the State's Approved K-12 Statutory COLA .

Date: \_\_\_\_\_

\_\_\_\_\_

SVCS Board \_\_\_\_\_

2399 Sellers Way

West Sacramento, CA 95691

\_\_\_\_\_

Sikh Temple of Sacramento

2301 Evergreen Ave

West Sacramento, CA 95691



Hi Dr. Brown,  
Please see the break down.

Front office - \$1,600.00

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Living room & 2 bedrooms - \$2,500

Kitchen walls & Ceiling. - \$750.00

Kitchen Cabinets- \$3,500.00

Please let me know if you have any additional questions.

Thank you,

Mark Rice  
Owner/President  
510-693-9447  
Lic. # 960681

[www.misterpaint.net](http://www.misterpaint.net)

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## **SVCS Board Meeting Calendar 2024-25**

**Meeting Location: Please refer to the Agenda**

2301 Evergreen Avenue (Library)

- Or -

2399 Sellers Way (Multi-Purpose Room)

NOTE: SVCS' Regular Board Meetings are scheduled for the second Wednesday of each month at 4:00 PM unless otherwise noted or agendaized.

**Wednesday, July 24, 2024**

**Thursday, August 22, 2024** (Rescheduled from Wed., Aug. 14th)

**Wednesday, September 11, 2024**

**Wednesday, October 16, 2024** (Rescheduled from Wed., Oct. 9th)

**Wednesday, November 13, 2024**

**Wednesday, December 11, 2024**

**Wednesday, January 8, 2025**

**Wednesday, February 12, 2025**

**Wednesday, March 12, 2025**

**Wednesday, April 9, 2025**

**Wednesday, May 14, 2025**

**Wednesday, June 11, 2025**

## **Sacramento Valley Charter School**

### **INDEPENDENT STUDY POLICY**

Sacramento Valley Charter School (SVCS) may offer Independent Study (IS) to meet the short or long-term educational needs of pupils enrolled in the Charter School. If approved, a student will be granted the IS option only one time per academic year. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Sacramento Valley Charter School Board of Directors for implementation at Charter School:

Sacramento Valley Charter School's Independent Study Agreement permits students who cannot be present at school for extended periods to continue their education in an alternative setting. The Independent Study Agreement is a means of individualizing an educational plan for students who will be out of school for three (3) or more consecutive days, not to exceed five (5) days for reasons other than illness or injury.

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five consecutive days.
2. Students who are on a one-time Independent Study Contract must complete all assignments on the day that they return from Independent Study.
3. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any pupil fails to complete the required assignments during the period of the approved Independent Study Agreement.
  - b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
    - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.
    - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

4. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.

5. The Charter School has adopted tiered reengagement strategies\* for the following pupils:

- a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
- c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

6. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction\*:

- a. For pupils in transitional kindergarten through grade 3, inclusive, the Charter School shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
- b. For pupils in grades 4-8, inclusive, the Charter School shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
- c. For pupils in grades 9-12, inclusive, the Charter School shall provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.

7. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.\*

\* The tiered re engagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:

- a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
- b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
- c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as



English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

i. High Schools Only: For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The Charter School shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

9. The Principal may establish regulations to implement these policies in accordance with the law.



**Sacramento Valley Charter School**  
**Student Conduct & Disciplinary Guidelines Addendum to SVCS Handbook**

*SVCS Student Conduct & Disciplinary Guidelines (SCDG) are designed to ensure the physical, emotional, social, and mental well-being of every child, as well as every adult on campus.*

**RIGHTS:**

**Every student at SVCS has a right to:**

1. A free and appropriate education
2. Learn and play in a safe and healthy school environment
3. Learn without interference from others.
4. Attend school without fear
5. Be treated with respect.
6. Respectfully express his/her opinion, feelings and needs.
7. To be heard.
8. Explain his/her side of the story.
9. Be free of both student and adult bullying
10. Be free of all types of harassment
11. Fair and appropriate consequences for misbehavior
12. Consult with counselor, teacher, or other
13. Not be searched or to have their personal belongings subjected to searches and seizures.  
However, with reasonable cause, designated school administrators may search a student's personal belongings.

**Every teacher and staff at SVCS has a right to:**

1. Teach in an unhindered manner.
2. Work in a safe, healthy environment
3. Be treated with dignity and respect
4. Be safe at their place of employment
5. Be free of all types of harassment.
6. Establish parameters for classroom, playground, and campus behavior that are within SVCS guidelines.
7. Administer classroom discipline within SVCS guidelines

**Every SVCS Parent/Guardian has a right to:**

1. Be heard by the administration, staff and School Board
2. Expect the school to be a safe and healthy place for their children to learn, grow, play, and develop.
3. Be notified in a timely manner if their child has been or will be been disciplined by the school.
4. File a Uniform Complaint with the school and/or Washington Unified School District
5. Make recommendations to improve students' safety and well being.
6. Work with the school to help their children make appropriate choices
7. Make recommendations to improve students' safety and well being
8. Work with the school to help their children make appropriate choices.

**RESPONSIBILITIES**

**SVCS Students have the responsibility to:**

1. Respect SVCS rules and the authority of school staff.
2. Respect the rights of teachers to teach, and for other students to learn.
3. Contribute to a safe, healthy school environment.

4. Help better their school and community
5. Speak up when they believe they have been treated differently or unfairly
6. Come to school consistently, every day, on time.
7. Prioritize learning and the well-being of self and others
8. Exercise the right of free speech (in a respectful manner)
9. Not bully, mistreat, ridicule, tease, or annoy others.

**SVCS Administrators have the responsibility to:**

1. Create a supportive environment that will improve the educational outcomes of students.
2. Create school-wide approaches to fostering positive student behavior.
3. Protect, nurture, and support the emotional, social, and mental well-being of students and staff.
4. Provide interventions to minimize class and school disruptions
5. Defuse volatile and/or hostile situations in a collaborative, professional and amicable manner.
6. Protect the legal rights of students, staff, and families.
7. Establish guidelines for student conduct and discipline, with an emphasis on prevention, positive behavioral incentives, and interventions.
8. Establish and maintain a learning and work environment that is welcoming, healthy, and safe
9. Inform students, staff, and families about student conduct and discipline policies
10. Collect detailed, appropriate information before administering disciplinary consequences
11. Administer behavioral consequences that are fair, consistent, equitable, and appropriate, and that take in consideration:
  - a) Student's grade, age or developmental level
  - b) Prior infractions
  - c) Intervention history
  - d) Discipline history
  - e) Students with disabilities status (i.e., developmental level, protected status categories)
  - f) Provide Positive Behavior Interventions and Support professional development and training for teachers
  - g) Collaborate with teachers, staff, families, community, chartering district, private entities, and governmental agencies to present or provide programs that promote healthy, safe, supportive school environments.
  - h) Ensure that administrators and staff model appropriate behavior

**SVCS Teachers have the responsibility to:**

1. Create a supportive environment that will improve the educational outcomes of students.
2. Establish, demonstrate and maintain classroom management that is based on research-derived best instructional practices
3. Protect, nurture, and support the emotional, social, and mental well-being of others.
4. Protect the legal rights of students, staff, and families.
5. Listen to students.
6. Establish classroom guidelines for student conduct and discipline, with an emphasis on prevention, positive behavioral incentives, and interventions.
7. Establish and maintain a learning environment that is welcoming, healthy, and safe
8. Inform students, staff, and families about your classroom discipline policy
9. Collect detailed, appropriate information before making referrals or issuing disciplinary consequences
10. Administer behavioral consequences that are fair, consistent, equitable, and appropriate for the developmental level and protected status (i.e., IEP) of the student.
11. Provide praise, reward, encouragement for positive behavior and/or improvement in behavior
12. Establish and maintain professional boundaries between student/s and teacher
13. Model ethical and professional behavior



14. Seek guidance and direction from administrators as needed when handling student discipline issues

**Parents/Guardians have the responsibility to:**

1. Attends school every day, on time
2. Support the school in its efforts to provide a safe, healthy school environment.
3. Ask their children about the school experiences on a frequent basis.
4. Participate meaningfully in their children's education.
5. Participate in decision-making processes affecting school policies and procedures.
6. Monitor their children's use of electronic devices and social media activities
7. Ensure that their children are completing assigned homework and keeping up with their studies at school.
8. Ensure that their child does not bring prohibited items to school.

**PROHIBITED DISCIPLINARY MEASURES**

The following disciplinary practices for are prohibited by the Sacramento Valley Charter School Board and Administration:

- Pulling, slapping, grabbing, hitting, pinching, or any other type of physical punishment of a child
- Ridicule
- Shaming
- Yelling at students except to warn of danger
- Threats
- Bullying
- Sarcasm
- Profanity towards or in front of students
- Verbal abuse
- Withholding food, meals, snacks, or treats
- Criticizing or belittling of a student/s, their parents, families, or backgrounds
- Shaming or punishing for bathroom accidents occur
- Allowing other students to discipline a child

**EXAMPLES OF RESEARCH-DERIVED BEST PRACTICES EXERCISED  
AT SVCS FOR STUDENT BEHAVIORAL INTERVENTIONS**

- Counselor Referral
- Student Study Team (SST)
- Parent Conference
- Student-Led Assemblies
- Providing opportunities for leadership
- Detention
- Restitution: A student may be required to repair, restore, replace, or pay for damaged, vandalized, lost or stolen school property. Payment may be required either in cash or in appropriate, agreed-upon services.
- Denial of School-Provided Transportation: Transportation may be denied whenever a student's actions endanger or will continue to endanger him/herself or others.
- Conflict resolution (school counselor)
- Reminders; redirection; re-teaching of expectations and skills
- Written apology
- Loss of privileges

- Adjust class schedule
- Anger management, social skills, or appropriate behavior counseling (school counselor and/or school psychologist)
- Referral to outside agency or community-based services
- Saturday School
- Self- or Teacher-Chartering of Behaviors
- Frequent reports on behavior
- Community Service
- Mentoring
- Restorative Justice:

**Restorative Justice** is a research-based approach to addressing student misbehavior, conflict and offenses that holds students accountable for their actions, but helps them avoid out-of-school suspension. Restorative Justice principles are based on 3 questions:

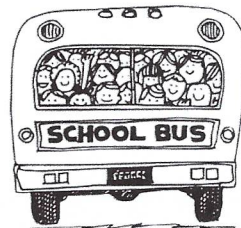
#1: What was the harm caused to both the individual and classroom or school environment?

#2: Who is the person responsible for causing the harm and for rebuilding the relationship (s) that was harmed?

#3: How can the harm be repaired and the relationship (s) restored?

**Restorative Justice** often involves having the offender meet with those he/she has wronged and discuss ways to repair the damage. The goal is to restore relationships and reduce the chances of repeating the misbehavior. The school counselor or outside agencies can provide staff training in Restorative Justice Practices.

### SCHOOL BUS & VAN SAFETY RULES



1. Obey drivers, teachers, instructional assistants, SVCS staff, and chaperones at all times.
2. Wait for the bus or van in a safe place and manner.
3. Stay away from traffic and remain with the line.
4. Wait for a signal from the bus or van driver before crossing the street.
5. NEVER walk or stand behind the bus or van.
6. Be at the bus or van 10 minutes before pick up time.
7. No eating, drinking, or chewing gum on the bus.
8. Do not litter or leave trash on the bus or van.
9. Keep hands, feet, head, and objects inside of bus or van windows.
10. Do not annoy, pester, harass or touch others while riding the bus or van or while waiting for the bus.
11. Keep the aisle clear of feet, hands, and objects.
12. Remain in your assigned seat, facing the front of the bus or van; no switching of seats.
13. Wear your seatbelt while seated.

14. Keep noise levels to minimum-no yelling, screaming, name-calling, bullying, or use of profanity is allowed.
15. Do not throw objects into or out of the bus or van
16. Do not litter, write on seats or walls, or damage anything on the bus.
17. Keep pencils, pens, markers, scissors and any other potentially damaging objects in your backpack.

### **VIOLATIONS OF BUS SAFETY RULES**



#### **First Violation:**

1. Warning
2. Call home
3. School office notified

#### **Second Violation:**

1. Warning #2
2. Write-up report
3. Call home
4. School office notified

#### **Third Violation:**

1. Notify principal
2. Notify school office
3. Write-up report
4. Notify parents
5. 3-Day suspension of bus riding privileges
6. Parents are still responsible for paying for bus ridership on the days of the suspension.

#### **Fourth Violation:**

1. Notify Principal
2. Notify School Office
3. Write-Up report
4. Suspension of Bus Riding Privileges Letter to Parents
5. Two-Week suspension of bus riding privileges
6. Parents are still responsible for paying for bus ridership on the days of the suspension

#### **Fifth Violation:**

1. Notify Principal
2. Notify School Office
3. Suspension of Bus-Riding Privileges Letter to Parents
4. Suspension of bus riding privileges for the remainder of the year



**Sacramento Valley Charter School**  
**Job Description**  
**BUDGET & ACCOUNTING SPECIALIST**  
**(HOURLY PAY RATE: \$35.00 - \$40.00/hour; Full Time; 210 days)**

**SUMMARY:**

Perform the day-to-day budget and accounting duties at Sacramento Valley Charter School (SVCS). Primarily responsible for accurately and efficiently maintaining SVCS' digital and paper financial records and reporting. Provide administrative assistance to the Principal and/or Assistant Principal, teachers, school staff, and students regarding SVCS' budget and accounting transactions and records.

**ESSENTIAL DUTIES:**

To perform this role successfully, an individual must perform the following duties successfully:

- Assist the Fiscal Consultant with preparation of the LCAP, Mid-Year LCAP Update, LCFF Budget Overview for Parents, Budget Development, Adopted Budget, First and Second Interim Reports, Unaudited Actuals, quarterly and annual program fiscal reports (including but not limited to Special Ed, Title I – IV, etc.).
- Advise the Principal and Fiscal Consultant of trends in budget and actual expenses.
- Monitor budget and review expenditures to confirm that expenditures are allowed uses of the respective funding resource/class.
- Understand and apply the concept of accrual accounting.
- Understand budget and accounting in a complex system with many programs that have restrictions on the use of funds.
- Read, research and understand general and program-specific budget and accounting requirements and procedures for California public charter schools (using the CDE website, CSAM, FCMAT California Charter School Accounting and Best Practices Manual and school-related resources).
- Enter new vendors using the vendor-completed and signed Form W-9, assists with annual preparation of Forms 1099 NEC and 1099 MISC.
- Maintain appropriate professionalism with confidential communications and information
- Organize and maintain school accounting and financial records including monthly financial statements.
- Provide accurate and timely information to the Principal and/or Fiscal Consultant for Board meeting agenda items
- Reconcile monthly bank statements
- Receive, record, and prepare receipts for deposit
- Process purchase orders and invoices
- Operate a computer to enter data and extract a variety of reports and lists
- Sort and file documents
- Alert the Principal of any past due invoices, notices and accounts
- Prepare checks and ensure all supporting documents are received and verified.
- Maintain timely data entry into QuickBooks.
- Assist with financial and program audits, as needed
- Maintain payroll, benefits and employment records.
- Semi-monthly and off-cycle payroll data entry into ADP.
- Update ADP mapping for journal entry preparation with further calculation of specific the line-by-line detail of the payroll journal entries for accurate payroll entry into QuickBooks.

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- Maintain professional verbal and written communication with the CDE, Washington Unified School District, Yolo County Office of Education, El Dorado Charter SELPA, CharterSAFE, CCSA and similar organizations.
- Operate office machines
- Perform related duties as assigned

#### **REPORTING:**

- Reviews QuickBooks comparative Profit & Loss and Balance Sheet reports on a monthly basis (in total and by class) to identify missing, incorrectly coded, or other transaction-level concerns. Researches the concern, proposes solution(s), discusses options with the Fiscal Consultant and/or Principal and enters the appropriate correction or activity in QuickBooks.
- Provides accurate QuickBooks reports to the Fiscal Consultant to ensure all reporting to Federal, State and local governments, agencies and vendors are timely and correct.
- Prepares appropriate and accurate supporting schedules for financial and program audits.
- Assists with the annual health and welfare benefits renewal census, CharterSAFE property, liability, vehicle, workers comp insurances renewal, etc.

#### **OFFICE SUPPORT:**

- Answering and screening phone calls with consistent, exemplary customer service
- Greeting and assisting school visitors and parents with consistent, exemplary customer service
- Collating and distributing internal and external printed material upon request
- Assisting in all safety protocols (e.g. building evacuations, lockdowns, fire drills, etc.)

#### **Essential Skills or Attributes (Qualifications)**

- Outstanding customer service for teachers, staff, parents, visitors, and students
- Maintain confidentiality of all sensitive data and information
- Maintain a high degree of professionalism and model desired behavior for other office staff
- Communicate frequently with the Principal and Fiscal Consultant including providing important information, without prompting
- Promoting the positive reputation and image of SVCS
- Performs follow-ups and updates to requests, without prompting

#### **MINIMUM QUALIFICATIONS, EDUCATION AND EXPERIENCE:**

A two-year accounting certificate or more formal accounting education is highly desirable.

Understanding and applying knowledge of California public school/charter school budgeting and accounting is highly desirable.

Any combination of training, experience, and/or education equivalent to three years of recent, full-time equivalent, bookkeeping, budgeting and accounting experience.

Knowledge and demonstrated use of QuickBooks

Knowledge and demonstrated use of Excel, Word and other MS Office programs.

Typing/Keyboarding

Accounting, budgeting and bookkeeping principles and procedures, including accrual accounting.

Modern office procedures and methods for the use of standard office machines and equipment.

#### **ABILITY TO:**

- Properly use budgeting and accounting principles and procedures.
- Read, understand and interpret standard accounting and financial statements.

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- Perform computational tasks with accuracy and speed.
- Operate standard office equipment including computers and related software applications.
- Type/keyboard at a net, corrected speed of 40 words per minute.
- Read, apply, and explain rules, regulations, policies, and procedures.
- Establish and maintain effective working relationships.

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## **Sacramento Valley Charter School**

### **JOB DESCRIPTION:**

#### **INSTRUCTIONAL ASSOCIATE: TRANSITIONAL KINDERGARTEN (TK)**

**(Hourly Pay Range: \$32.00 - \$37.00/hour)**

**JOB SUMMARY:** Under the direction and guidance of an assigned certificated teacher, the Instructional Associate: Transitional Kindergarten will assist certificated Transitional Kindergarten (TK) teachers in creating engaging lesson plans, delivering TK curricula, using instructional materials to meet students' diverse needs, and assessing student progress. Employees in this role require a high degree of positive contact and communication with students, parents, administrators, and other school staff, and are expected to maintain the highest levels of ethical conduct and professionalism. The Instructional Associate: TK will report directly to the principal.

**SUPERVISOR:** Principal

**ESSENTIAL FUNCTIONS:** Under the direction and guidance of a certificated teacher, the Instructional Associate: TK will assist and support teachers in the implementation of Sacramento Valley Charter School's TK instructional program as follows:

- Help develop engaging lesson plans that meet the needs of diverse learners, especially students with disabilities and English learners.
- Assist in the assessment of student progress.
- Record daily student attendance.
- Offer constructive feedback to students and parents on areas of improvement, as well as celebrate student achievements.
- Utilize a variety of instructional strategies, resources, and materials to accommodate diverse learning styles as well as promote student academic achievement and well being.
- Under the guidance and direction of the assigned teacher, assist in supervising students to maintain an effective learning environment, noting behavioral concerns observed and applying appropriate discipline.
- Provide positive feedback to students regarding instructional and behavioral achievements.
- Prepare student award certificates for each award recipient.
- Assist in maintaining a safe, well organized, neat, hygienic classroom environment, including organizing equipment and materials and sanitizing work surfaces at the end of each day.
- Maintain safety and security of the instructional environment through close observation and monitoring of students, maintaining optimal physical proximity, remaining alert at all times, and using analytical forethought to anticipate potentially volatile or unsafe situations to proactively intervene.

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- Provide appropriate crisis intervention as necessary using the least restrictive method by anticipating and responding quickly to escalating behaviors, utilizing appropriate de-escalation techniques to diffuse the situation, correctly prioritizing safety concerns, following proper physical restraint techniques, and displaying neutral emotions.
- Assist with the planning and preparation of educational materials and activities; maintain individual student data binders and communication devices and/or books.
- Assist in setting up classroom wall displays, equipment, and learning stations; organize instructional areas; sets up equipment as assigned; ensure that classroom equipment is in good working order.
- Gather and prepare resources and instructional materials for teacher and student use (i.e., photocopying, organizing and distributing student worksheets and other instructional materials, collating, stapling, hole-punching.)
- Participate in the data collection process by collecting, recording, and maintaining data required by student programs, classroom records, and data computer systems as assigned by the classroom teacher.
- Under the direction of the teacher, score students' tests, assignments, and homework
- Prepare answer keys for worksheets and tests
- Monitor and assist students during their use of Chromebooks and other school-assigned technology
- Maintain informational and operational records and files including assessment results and homework completion, attendance information, student work folders, and records related to books, materials, equipment and supplies as directed by the certificated teacher.
- Monitor inventories, orders, and equipment functionality
- As directed by the classroom teacher, communicate school-related information to parents such as meeting scheduling, appointment scheduling, and to verify/obtain information.
- Monitor and supervise students during field trips as assigned
- Maintain confidentiality of student records
- Serve as an appropriate role model for SVCS students, staff, and families.
- Meet school and regulatory training requirements by attending all mandatory meetings and training sessions as required.
- Perform basic first aid in accordance with SVCS guidelines and policies
- Participate as a team member and promote a positive work environment by demonstrating cooperation, compromise, appropriate expression of opinion, and by treating others with consideration, courtesy, and respect.
- Perform related duties as assigned.

*This job description is not a complete statement of essential functions, responsibilities, or requirements, but is representative of the minimum level of knowledge, skill and abilities needed. The principal retains the discretion to add or change typical duties or a position at any time.*

**KNOWLEDGE OF:**

- Child guidance principles and practices, especially as they relate to English Language learners and students with disabilities.
- Subject matter understanding for the assigned subject and grade level
- Safe practices in a classroom environment
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Reading, writing, and oral communication skills in English
- Record keeping techniques
- Basic clerical practices and procedures

**ABILITY TO:**

- Work with students one-on-one and in groups
- Under the direction of the teacher, schedule and coordinate activities
- Gather and collect student data
- Prepare and maintain accurate student records
- Prepare documents following prescribed formats as directed by certificated teacher
- Use basic, job-related equipment
- Present information to parents as directed by the certificated teacher
- Assist with problem solving by following the lead and direction of the teacher
- Learn methods, procedures, and functions of assigned duties

**REQUIREMENTS:**

- 1) Bachelor of Arts Degree in Education or closely related field of study
- 2) Previous teaching experience in elementary or middle school.
- 3) Prior experience working with TK or Kindergarten students in a classroom setting
- 4) Prior experience working with Students with Special Needs in a school setting
- 5) Ability to work with various grade levels and accommodate diverse student needs
- 6) Excellent interpersonal skills and collaboration skills
- 7) Ability to pass TB and Fingerprint Test Clearance
- 8) First Aid Certificate within 3 months of employment; maintain valid certification
- 9) CPR certificate within 3 months of employment; maintain valid certification

**PHYSICAL DEMANDS:** The usual and customary methods of performing the job's functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

- Walking and/or running across campus when necessary
- Pushing and pulling; reaching above/at shoulder; climbing; balancing; crawling, grasping firmly; fine manipulation; twisting back; stooping; bending; crouching; kneeling.
- Ability to hear alarms, respond to students' needs and emergencies
- Dexterity of hands and fingers to operate a computer keyboard



- Hear and understand speech at normal levels and on the telephone, with or without hearing aids
- Speak so that others can understand at normal levels and on the telephone
- Sitting or standing for extended periods of time
- Lift and/or carry up to 25 lbs. at waist height for short distances
- See and read a computer screen and printed matter without vision aids, and to observe students.
- Vision ability to see near, distant, depth-wise, and peripherally.
- Seeing to read a variety of materials
- Bending at the waist, kneeling, or crouching to reach materials and work with students

#### **HAZARDS:**

- Employees may encounter disruptive students and/or dissatisfied or abusive individuals
- Employees may inadvertently come into contact with a student's bodily secretions, bodily fluids, urine, fecal matter, blood, infectious agents, or offensive odors. If exposed, appropriate measures must be taken as per SVCS Employee Vector Training and OSHA guidelines
- Variations in indoor and outdoor temperatures

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## **Sacramento Valley Charter School**

### **JOB DESCRIPTION:**

#### **INSTRUCTIONAL ASSOCIATE: VISUAL AND PERFORMING ARTS (VAPA)**

**(Hourly Pay Range: \$32.00 - \$37.00/hour)**

**JOB SUMMARY:** Under the direction and guidance of an assigned certificated teacher, the Instructional Associate: Visual and Performing Arts (VAPA) will assist TK-8th grade teachers in creating engaging lesson plans, delivering music lessons, using instructional materials to meet students' diverse needs, assessing student progress, and organizing musical and theatrical performances that showcase students' growth and talent. In addition, during the Extended Day After-School Program, the Instructional Associate: VAPA will provide music and visual and performing arts instruction to students who are enrolled in SVCS' After-School Program. Employees in this role require a high degree of positive contact and communication with students, parents, administrators, and other school staff, and are expected to maintain the highest levels of ethical conduct and professionalism. The Instructional Associate: VAPA will report directly to the principal.

**SUPERVISOR:** Principal

**ESSENTIAL FUNCTIONS:** Under the direction and guidance of a certificated teacher, the Instructional Associate: VAPA will assist and support teachers in the implementation of Sacramento Valley Charter School's music and visual and performing arts curriculum for grades TK-8 as follows:

- Develop engaging lesson plans that cover music theory, diverse types of music, and practical instruction with musical instruments.
- Teach music classes in general music, choral music, and instrumental music that support students' understanding of music fundamentals.
- Assess student progress.
- Evaluate student performance and track student progress in areas such as rhythm, pitch, and instrumental skills.
- Coordinate and organize musical performances to provide students with opportunities to perform and showcase their skills.
- Collaborate with teachers, staff, and parents to plan interdisciplinary activities that incorporate music instruction
- Offer constructive feedback to students and parents on areas of improvement, as well as celebrate student achievements.
- Establish a supportive learning environment that encourages creativity, respect, and a love for music.
- Utilize a variety of instructional materials to accommodate diverse learning styles and promote music appreciation.

- Assist teachers in instructing individual or small groups of students in music and the visual and performing arts, including those with Individualized Educational Plans
- Under the guidance and direction of the assigned teacher, assist in supervising students to maintain an effective learning environment, noting behavioral concerns observed and applying appropriate discipline.
- Provide positive feedback to students regarding instructional and behavioral achievements.
- Prepare VAPA student award certificates for each award recipient.
- Assist in maintaining a safe, well organized, neat, hygienic classroom environment, including organizing equipment and materials and sanitizing work surfaces at the end of each day.
- Maintain safety and security of the instructional environment through close observation and monitoring of students, maintaining optimal physical proximity, remaining alert at all times, and using analytical forethought to anticipate potentially volatile or unsafe situations to proactively intervene.
- Provide appropriate crisis intervention as necessary using the least restrictive method by anticipating and responding quickly to escalating behaviors, utilizing appropriate de-escalation techniques to diffuse the situation, correctly prioritizing safety concerns, following proper physical restraint techniques, and displaying neutral emotions.
- Assist with the planning and preparation of educational materials and activities; maintain individual student data binders and communication devices and/or books.
- Assist in setting up classroom wall displays, equipment, and learning stations; organize instructional areas; sets up equipment as assigned; ensures that classroom equipment is in good working order.
- Gather and prepare resources and instructional materials for teacher and student use (i.e., photocopying, organizing and distributing student worksheets and other instructional materials, collating, stapling, hole-punching.)
- Participate in the data collection process by collecting, recording, and maintaining data required by student programs, classroom records, and data computer systems as assigned by the classroom teacher.
- Under the direction of the teacher, score students' tests, assignments, and homework
- Prepare answer keys for worksheets and tests
- Monitor and assist students during their use of Chromebooks and other school-assigned technology
- Maintain informational and operational records and files including assessment results and homework completion, attendance information, student work folders, and records related to books, materials, equipment and supplies as directed by the certificated teacher.
- Monitor inventories, orders, and equipment functionality



- As directed by the classroom teacher, communicate school-related information to parents such as meeting scheduling, appointment scheduling, and to verify/obtain information.
- Monitor and supervise students during field trips as assigned
- Maintain confidentiality of student records
- Serve as an appropriate role model for SVCS students, staff, and families.
- Meet school and regulatory training requirements by attending all mandatory meetings and training sessions as required.
- Perform basic first aid in accordance with SVCS guidelines and policies
- Participate as a team member and promote a positive work environment by demonstrating cooperation, compromise, appropriate expression of opinion, and by treating others with consideration, courtesy, and respect.
- Perform related duties as assigned.

*This job description is not a complete statement of essential functions, responsibilities, or requirements, but is representative of the minimum level of knowledge, skill and abilities needed. The principal retains the discretion to add or change typical duties or a position at any time.*

#### **KNOWLEDGE OF:**

- Child guidance principles and practices, especially as they relate to English Language learners and students with disabilities.
- Subject matter understanding for the assigned subject and grade level
- Instructional materials and techniques in music and the visual and performing arts
- Safe practices in a classroom environment
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Reading, writing, and oral communication skills in English
- Record keeping techniques
- Basic clerical practices and procedures

#### **ABILITY TO:**

- Work with students one-on-one and in groups
- Under the direction of the teacher, schedule and coordinate activities
- Gather and collect student data
- Prepare and maintain accurate student records
- Prepare documents following prescribed formats as directed by certificated teacher
- Use basic, job-related equipment
- Present information to parents as directed by the certificated teacher
- Assist with problem solving by following the lead and direction of the teacher
- Learn methods, procedures, and functions of assigned duties

## REQUIREMENTS:

- 1) Bachelor of Arts Degree in music education, music theory, visual and performing arts, or a related field of study
- 2) Previous teaching experience in elementary school, middle school, or high school music programs
- 3) Proficiency in musical instruments and comprehensive knowledge of music theory and music appreciation
- 4) Strong instrumental skills, including piano accompaniment
- 5) Ability to work with student musicians at all skill levels
- 6) Minimum 2 years' prior experience working with children in an education and/or classroom setting.
- 7) Prior experience working with Students with Special Needs in a school setting is highly desirable.
- 8) Excellent interpersonal skills to connect with students, build rapport, and inspire their interest in music.
- 9) Ability to work with various grade levels and accommodate diverse student needs
- 10) Ability to pass TB and Fingerprint Test Clearance
- 11) First Aid Certificate within 3 months of employment; maintain valid certification
- 12) CPR certificate within 3 months of employment; maintain valid certification

**PHYSICAL DEMANDS:** The usual and customary methods of performing the job's functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

- Walking and/or running across campus when necessary
- Pushing and pulling; reaching above/at shoulder; climbing; balancing; crawling, grasping firmly; fine manipulation; twisting back; stooping; bending; crouching; kneeling.
- Ability to hear alarms, respond to students' needs and emergencies
- Dexterity of hands and fingers to operate a computer keyboard
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids
- Speak so that others can understand at normal levels and on the telephone
- Sitting or standing for extended periods of time
- Lift and/or carry up to 25 lbs. at waist height for short distances
- See and read a computer screen and printed matter without vision aids, and to observe students.
- Vision ability to see near, distant, depth-wise, and peripherally.
- Seeing to read a variety of materials
- Bending at the waist, kneeling, or crouching to reach materials and work with students

## HAZARDS:

- Employees may encounter disruptive students and/or dissatisfied or abusive individuals
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- Variations in indoor and outdoor temperatures

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## **Sacramento Valley Charter School**

### **Holiday Policy**

The Sacramento Valley Charter School ("SVCS" or "the School") school calendar reflects any and all holidays observed by the School. The following holidays are generally observed by SVCS:

- New Year's Day
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veterans' Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Regular full-time and part-time nonexempt employees who are regularly scheduled to work 20 or more hours per week are eligible for holiday pay at their regular hourly rate. Employees must be employed for 30 calendar days to be eligible for holiday pay. Eligible employees must be in paid status during any portion of the workday immediately preceding the holiday to receive holiday pay.

Other nonwork days during the school year, such as days during SVCS calendared breaks, shall not be paid time for nonexempt employees in active status.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off, in advance, by written notice to the Principal. Since SVCS does not offer vacation or personal necessity time off, the employee will not be paid for a religious holiday taken as a personal leave of absence day.

Employees on any leave of absence do not earn holiday pay.