



Golden Valley Charter Schools  
Regular Meeting of the Board of Trustees  
9601 Lake Natoma Dr.  
Orangevale, CA 95662

January 18, 2023

### **Board Meeting Access Information**

**Date:** Wednesday, January 18, 2023  
**Time:** 4:30 p.m.  
**Primary Location:** **Golden Valley River School, Room 5, 9601 Lake Natoma Dr., Orangevale, CA 95662**

**Remote Location:** Golden Valley Orchard, Room 2, 6550 Filbert Ave, Orangevale, CA 95662

#### **Zoom Link:**

*Topic: BOT 2023.01.18  
Time: Jan 18, 2023 04:30 PM Pacific Time (US and Canada)*

*Join Zoom Meeting  
<https://us02web.zoom.us/j/89566820604?pwd=RkhwdVB3SGJmWlhJRUdVOGF1MUFzdz09>*

*Meeting ID: 895 6682 0604  
Passcode: 555678  
One tap mobile  
+16694449171,,89566820604#,,,,\*555678# US*

*Dial by your location  
+1 669 444 9171 US  
Meeting ID: 895 6682 0604  
Passcode: 555678  
Find your local number: <https://us02web.zoom.us/j/89566820604?pwd=RkhwdVB3SGJmWlhJRUdVOGF1MUFzdz09>*

*This meeting is being conducted in person. Members of the public may attend in person, online via teleconference through the Zoom platform, or may phone in.*

*Members of the public who wish to comment during the Board meeting may do so in person at the primary meeting location, a remote meeting location, or use the "raise hand" tool on the Zoom platform. Members of the public may also email their comments to the Board at [bot@gvcharter.org](mailto:bot@gvcharter.org); emailed comments will be summarized by the board chair. Individual comments are limited to three (3) minutes. The Board will limit the total time for public comment to fifteen minutes. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.*

*Disability Accommodations. A person with a disability may contact the central office at (916) 597-1477, or email the board at [bot@gvcharter.org](mailto:bot@gvcharter.org) at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.*

January 18, 2023

1. **Call to Order** – 4:30p.m. *(J. Huetter)*
2. **Roll Call** – 4:30 p.m.  
**Board Members:** Jennifer Huetter, Adam Errington, Katie Gerski-Keller, Ekaterina Khmelniker, Megan Mardones, Stephen Quadro, Meredith Willsen.
3. **Board Member Exigencies and Remote Attendance** – 4:33 p.m. *(J. Huetter)*  
**Action:** Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?  
**Information:** Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member’s relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.
4. **Flag Salute/Quote/Moment of Silence** – 4:38 p.m. *(C. Buckley)*
5. **Election of Officers to the Board** – 4:40 pm *(J. Huetter)*  
**Action:** Shall the board elect officers to the Board of Trustees for the 2022/2023 school year?
  - 5.1 **Vice-Chair**
  - 5.2 **Secretary**
6. **Public Comment** – 4:45 p.m.  
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.
7. **Consent Agenda**– 5:00 p.m. *(J. Huetter)*  
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.  
**Action:** ***Shall the Board approve the following items by consent?***
  - 7.1 ***Shall the board approve the December 14, 2023, Regular Meeting Minutes?***
  - 7.2 ***Shall the board approve the Student Accountability Report Card for Golden Valley Orchard?***
  - 7.3 ***Shall the board approve the Student Accountability Report Card for Golden Valley River?***
  - 7.4 ***Shall the board approve closing 2022/2023 enrollment at Golden Valley Orchard for all classes kindergarten through grade 6?***
  - 7.5 ***Shall the board approve closing 2022/2023 enrollment at Golden Valley River for all classes kindergarten through grade 6?***
8. **2021-2022 Audit Report** – 5:05 p.m. *(C. Buckley)*

January 18, 2023

Action: Shall the board accept the 2021-2022 Golden Valley Charter Schools' Audit Report prepared by Wilkinson Hadley King & Co LLC?

9. **Covid Safety Plan** – 5:15 p.m. *(E. Khmelniker)*  
Action: Shall the board approve a revised Covid Safety Plan?
10. **Implementation of SB 1100 and AB 2449** – 5:25 p.m. *(J. Huetter)*  
Discussion: The board will discuss the implementation of Senate Bill 1100 and Assembly Bill 2449.
11. **Executive Director Evaluation Policy** – 5:35 p.m. *(J. Huetter)*  
Discussion: The board will discuss the revised Executive Director Evaluation Policy, 1<sup>st</sup> reading.
12. **Paid Time Off Policy** – 5:40 p.m. *(P. Watson)*  
Discussion: The board will discuss the revised Paid Time Off Policy, 1<sup>st</sup> reading.
13. **Memorandum of Understanding with GVEF** – 5:50 p.m. *(C. Buckley)*  
Discussion: The board will discuss a revised Memorandum of Understanding with Golden Valley Educational Foundation.
14. **Faculty Reports** – 6:00 p.m.  
Faculty Chair, Orchard: The Faculty Chair will present items of interest to the board. *(H. Peery)*  
Faculty Chair, River: The Faculty Chair will present items of interest to the board. *(A. Lacoste)*
15. **Executive Reports** – 6:10 p.m.  
14.1 Board Chair Report: The Board of Trustees Chair will present items of interest to the board. *(J. Huetter)*  
14.2 Executive Director Report: The Executive Director will present items of interest to the board. *(C. Buckley)*
16. **Recitation of the Motto of the Social Ethic** – 6:25 p.m.  
The healing social life is found  
When in the mirror of each human soul  
The whole community finds its reflection,  
And when, in the community,  
The virtue of each one is living.
17. **Adjournment of the meeting** – 6:26 p.m. *(J. Huetter)*

December 14, 2022

Regular Meeting Minutes

1. **Stephen Quadro called the meeting was called to order at 4:30 p.m.**
2. **Roll Call –**  
**Board Members Present:** Jennifer Huetter, Adam Errington, Katie Gerski-Keller, Ekaterina Khmelniker, Megan Mardones, Stephen Quadro, Meredith Willsen.  
**Board Meetings Absent:** Jennifer Huetter, Katie Gerski-Keller  
**Guests:** Caleb Buckley, Amala Easton, AJ Lacoste, Ryan Sutton, Jennifer Hoover, Becky Page (Zoom)
3. **Flag Salute/Quote/Moment of Silence** - Executive Director Caleb Buckley read the Empathy Virtue card.
4. **Public Comment** – There were no public comments.
5. **Consent Agenda–**  
It was moved by Adam Errington and seconded by Megan Mardones that the Board approve the following items by consent:
  - 5.1 ***The board approved the November 9, 2022, Regular Meeting Minutes.***
  - 5.2 ***The board approved the Boundaries Policy.***

**(Ayes: 5, Noes: 0, Abstain: 0)**
6. **2022-2023 First Interim, Orchard – 4:55 p.m.**  
It was moved by Ekaterina Khmelniker and seconded by Meredith Willsen that the board accept the 2021-2022 Fiscal Audit for Golden Valley Charter Schools.  

(Ayes: 5, Noes: 0, Abstain; 0)
7. **2022-2023 First Interim, River – 5:10 p.m.**  
It was moved by Ekaterina Khmelniker and seconded by Meredith Willsen that the board accept the 2021-2022 Fiscal Audit for Golden Valley Charter Schools.  

(Ayes: 5, Noes: 0, Abstain; 0)
8. **2021-2022 Fiscal Audit –**  
Action: Shall the board accept the 2021-2022 Fiscal Audit for Golden Valley Charter Schools?  
TABLED NO VOTE
9. **Covid Safety Plan –**  
It was moved by Megan Mardones and seconded by Meredith Willsen that the board approve a revised Covid Safety Plan.  

(Ayes: 5, Noes: 0, Abstain: 0)

December 14, 2022

10. **CDE Dashboard Review –**

Discussion: The board discussed the CDE Dashboard for Golden Valley Charter Schools.

11. **Executive Director Evaluation Policy –**

Discussion: The board will discuss the Executive Director Evaluation Policy.

TABLED: NO DISCUSSION

12. **Reports –**

Faculty Chair, Orchard: The Orchard Faculty Chair was absent. Her submitted report is in the packet.

Faculty Chair, River: The River Faculty Chair presented items of interest to the board.

13. **Executive Reports –**

14.1 Board Chair Report: The Board of Trustees Chair was absent. Her submitted report is in the packet.

14.2 Executive Director Report: The Executive Director will present items of interest to the board.

14. **The board recited the Motto of the Social Ethic**

15. **Stephen Quadro adjourned the meeting at 6:04 p.m.**

Respectfully submitted by Amala Easton.

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Jennifer Huetter, Chair

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Date

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: Golden Valley Orchard School  
(continued) \_\_\_\_\_  
CDS #: 34-67447-0132399  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 1728  
Fiscal Year: 2022/23

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**CERTIFICATION OF FINANCIAL CONDITION**

- POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

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To the entity that approved the charter school:  
(  ) 2022/23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print Name: Caleb Buckley Title: Executive Director

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To the County Superintendent of Schools:  
(  ) 2022/23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the First Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Barbara Gross</u> Name	<u>Caleb Buckley</u> Name
<u>Manager, Fiscal Services</u> Title	<u>Executive Director</u> Title
<u>(916) 971-9119</u> Phone	<u>9165971478</u> Phone
<u><a href="mailto:barbara.gross@sanjuan.edu">barbara.gross@sanjuan.edu</a></u> E-mail	<u><a href="mailto:cbuckley@goldenvalleycharter.org">cbuckley@goldenvalleycharter.org</a></u> E-mail

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This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
ACOE District Advisor

\_\_\_\_\_  
Date

2022.12.14 MINUTES

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: Golden Valley Orchard School  
(continued)  
CDS #: 34-67447-0132399  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 1728  
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
<b>1. LCFF Sources</b>										
State Aid - Current Year	8011	1,699,140.00	-	1,699,140.00	342,414.00	-	342,414.00	1,872,356.00	-	1,872,356.00
Education Protection Account State Aid - Current Year	8012	50,164.00	-	50,164.00	11,399.00	-	11,399.00	49,504.00	-	49,504.00
State Aid - Prior Years	8019	-	-	-	-	-	-	191,283.00	-	191,283.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	652,297.00	-	652,297.00	157,821.00	-	157,821.00	664,768.00	-	664,768.00
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		2,401,601.00	-	2,401,601.00	511,634.00	-	511,634.00	2,777,911.00	-	2,777,911.00
<b>2. Federal Revenues</b>										
No Child Left Behind/Every Student Succeeds Act	8290	-	35,456.00	35,456.00	-	-	-	-	40,644.00	40,644.00
Special Education - Federal	8181, 8182	-	-	-	-	-	-	-	-	-
Child Nutrition - Federal	8220	-	-	-	-	-	-	42,666.00	-	42,666.00
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	14,547.00	14,547.00	-	16,798.00	16,798.00
Total, Federal Revenues		-	35,456.00	35,456.00	-	14,547.00	14,547.00	-	100,108.00	100,108.00
<b>3. Other State Revenues</b>										
Special Education - State	StateRevSE	-	120,729.00	120,729.00	-	38,652.00	38,652.00	-	144,586.44	144,586.44
All Other State Revenues	StateRevAO	45,460.00	66,314.00	111,774.00	-	67,950.31	67,950.31	46,618.00	426,713.93	473,331.93
Total, Other State Revenues		45,460.00	187,043.00	232,503.00	-	106,602.31	106,602.31	46,618.00	571,300.37	617,918.37
<b>4. Other Local Revenues</b>										
All Other Local Revenues	LocalRevAO	45,000.00	-	45,000.00	174.69	-	174.69	20,000.00	-	20,000.00
Total, Local Revenues		45,000.00	-	45,000.00	174.69	-	174.69	20,000.00	-	20,000.00
<b>5. TOTAL REVENUES</b>		<b>2,492,061.00</b>	<b>222,499.00</b>	<b>2,714,560.00</b>	<b>511,808.69</b>	<b>121,149.31</b>	<b>632,958.00</b>	<b>2,844,529.00</b>	<b>671,408.37</b>	<b>3,515,937.37</b>
<b>B. EXPENDITURES</b>										
<b>1. Certificated Salaries</b>										
Certificated Teachers' Salaries	1100	714,957.00	50,000.00	764,957.00	261,451.09	20,719.48	282,170.57	774,564.25	62,150.00	836,714.25
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	84,872.00	-	84,872.00	37,472.94	-	37,472.94	131,761.00	-	131,761.00
Other Certificated Salaries	1900	75,229.00	69,800.00	145,029.00	28,981.36	38,534.91	67,516.27	153,579.00	77,100.00	230,679.00
Total, Certificated Salaries		875,058.00	119,800.00	994,858.00	327,905.39	59,254.39	387,159.78	1,059,904.25	139,250.00	1,199,154.25
<b>2. Non-certificated Salaries</b>										
Non-certificated Instructional Aides' Salaries	2100	97,482.00	-	97,482.00	30,958.99	10,179.61	41,138.60	91,113.60	30,537.00	121,650.60
Non-certificated Support Salaries	2200	-	-	-	12,597.50	10,315.10	22,912.60	21,548.00	30,900.00	52,448.00
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	74,319.00	-	74,319.00	22,861.52	-	22,861.52	75,728.00	-	75,728.00
Other Non-certificated Salaries	2900	-	-	-	7,505.47	10,554.46	18,059.93	59,136.00	31,660.00	90,796.00
Total, Non-certificated Salaries		171,801.00	-	171,801.00	73,923.48	31,049.17	104,972.65	247,525.60	93,097.00	340,622.60
<b>3. Employee Benefits</b>										
STRS	3101-3102	142,133.64	9,354.36	151,488.00	51,098.80	9,362.85	60,461.65	172,958.18	26,600.00	199,558.18
PERS	3201-3202	65,155.76	3,682.24	68,838.00	24,424.19	7,747.28	32,171.47	88,603.00	24,200.00	112,803.00
OASDI / Medicare / Alternative	3301-3302	33,638.48	4,261.52	37,900.00	13,458.20	3,570.20	17,028.40	54,328.00	10,710.00	65,038.00
Health and Welfare Benefits	3401-3402	88,071.22	28.78	88,100.00	25,589.06	1,284.05	26,873.11	115,524.98	3,900.00	119,424.98
Unemployment Insurance	3501-3502	10,817.27	759.73	11,577.00	586.95	439.70	1,026.65	13,753.00	1,320.00	15,073.00
Workers' Compensation Insurance	3601-3602	23,034.20	1,465.80	24,500.00	6,779.99	681.78	7,461.77	9,925.00	2,040.00	11,965.00
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		362,850.57	19,552.43	382,403.00	121,937.19	23,085.86	145,023.05	455,092.16	68,770.00	523,862.16
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	1,200.00	-	1,200.00	-	-	-	1,200.00	-	1,200.00
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	36,686.00	16,314.00	53,000.00	6,740.06	46,426.13	53,166.19	8,000.00	65,000.00	73,000.00
Noncapitalized Equipment	4400	17,000.00	-	17,000.00	13,734.07	10,698.08	24,432.15	15,000.00	16,000.00	31,000.00
Food	4700	-	-	-	-	42,552.66	42,552.66	-	150,000.00	150,000.00
Total, Books and Supplies		54,886.00	16,314.00	71,200.00	20,474.13	99,676.87	120,151.00	24,200.00	231,000.00	255,200.00
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	46,000.00	-	46,000.00	1,116.23	4,817.16	5,933.39	1,500.00	20,500.00	22,000.00
Dues and Memberships	5300	6,200.00	-	6,200.00	4,225.00	-	4,225.00	6,200.00	-	6,200.00
Insurance	5400	-	-	-	13,649.54	-	13,649.54	28,427.00	-	28,427.00
Operations and Housekeeping Services	5500	26,000.00	-	26,000.00	10,903.45	-	10,903.45	26,000.00	-	26,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	261,294.00	-	261,294.00	63,407.27	-	63,407.27	261,294.00	-	261,294.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	648,535.43	66,832.57	715,368.00	211,766.48	38,648.50	250,414.98	547,711.00	200,000.00	747,711.00
Communications	5900	4,450.00	-	4,450.00	3,540.61	-	3,540.61	8,350.00	-	8,350.00
Total, Services and Other Operating Expenditures		992,479.43	66,832.57	1,059,312.00	308,608.58	43,465.66	352,074.24	879,482.00	220,500.00	1,099,982.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	1,143.76	-	1,143.76	-	-	-	1,143.76	-	1,143.76
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		1,143.76	-	1,143.76	-	-	-	1,143.76	-	1,143.76
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: Golden Valley Orchard School  
(continued)  
CDS #: 34-67447-0132399  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 1728  
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		2,458,218.76	222,499.00	2,680,717.76	852,848.77	256,531.95	1,109,380.72	2,667,347.77	752,617.00	3,419,964.77
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		33,842.24	-	33,842.24	(341,040.08)	(135,382.64)	(476,422.72)	177,181.23	(81,208.63)	95,972.60
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979	-	-	-			-			-
2. Less: Other Uses	7630-7699	-	-	-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	(135,382.64)	135,382.64	-	(81,208.63)	81,208.63	-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	(135,382.64)	135,382.64	-	(81,208.63)	81,208.63	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		33,842.24	-	33,842.24	(476,422.72)	-	(476,422.72)	95,972.60	-	95,972.60
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	573,393.00	-	573,393.00	139,117.00		139,117.00	139,117.00		139,117.00
b. Adjustments to Beginning Balance	9793, 9795	-	-	-			-			-
c. Adjusted Beginning Balance		573,393.00	-	573,393.00	139,117.00	-	139,117.00	139,117.00	-	139,117.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		607,235.24	-	607,235.24	(337,305.72)	-	(337,305.72)	235,089.60	-	235,089.60
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	80,421.53	-	80,421.53			-	102,599.00		102,599.00
Unassigned/Unappropriated Amount	9790	526,813.71	-	526,813.71	(337,305.72)	-	(337,305.72)	132,490.60	-	132,490.60

2022.12.14 MINUTES

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Golden Valley Orchard School  
(continued)  
CDS #: 34-67447-0132399  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 1728  
Fiscal Year: 2022/23

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
<b>1. LCFF/Revenue Limit Sources</b>						
State Aid - Current Year	8011	1,699,140.00	342,414.00	1,872,356.00	173,216.00	10.19%
Education Protection Account State Aid - Current Year	8012	50,164.00	11,399.00	49,504.00	(660.00)	-1.32%
State Aid - Prior Years	8019	-	-	191,283.00	191,283.00	New
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	652,297.00	157,821.00	664,768.00	12,471.00	1.91%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		2,401,601.00	511,634.00	2,777,911.00	376,310.00	15.67%
<b>2. Federal Revenues</b>						
No Child Left Behind/Every Student Succeeds Act	8290	35,456.00	-	40,644.00	5,188.00	14.63%
Special Education - Federal	8181, 8182	-	-	-	-	
Child Nutrition - Federal	8220	-	-	42,666.00	42,666.00	New
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	14,547.00	16,798.00	16,798.00	New
Total, Federal Revenues		35,456.00	14,547.00	100,108.00	64,652.00	182.34%
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	120,729.00	38,652.00	144,586.44	23,857.44	19.76%
All Other State Revenues	StateRevAO	111,774.00	67,950.31	473,331.93	361,557.93	323.47%
Total, Other State Revenues		232,503.00	106,602.31	617,918.37	385,415.37	165.77%
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	45,000.00	174.69	20,000.00	(25,000.00)	-55.56%
Total, Local Revenues		45,000.00	174.69	20,000.00	(25,000.00)	-55.56%
<b>5. TOTAL REVENUES</b>						
		2,714,560.00	632,958.00	3,515,937.37	801,377.37	29.52%
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	764,957.00	282,170.57	836,714.25	71,757.25	9.38%
Certificated Pupil Support Salaries	1200	-	-	-	-	
Certificated Supervisors' and Administrators' Salaries	1300	84,872.00	37,472.94	131,761.00	46,889.00	55.25%
Other Certificated Salaries	1900	145,029.00	67,516.27	230,679.00	85,650.00	59.06%
Total, Certificated Salaries		994,858.00	387,159.78	1,199,154.25	204,296.25	20.54%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	97,482.00	41,138.60	121,650.60	24,168.60	24.79%
Non-certificated Support Salaries	2200	-	22,912.60	52,448.00	52,448.00	New
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	
Clerical and Office Salaries	2400	74,319.00	22,861.52	75,728.00	1,409.00	1.90%
Other Non-certificated Salaries	2900	-	18,059.93	90,796.00	90,796.00	New
Total, Non-certificated Salaries		171,801.00	104,972.65	340,622.60	168,821.60	98.27%
<b>3. Employee Benefits</b>						
STRS	3101-3102	151,488.00	60,461.65	199,558.18	48,070.18	31.73%
PERS	3201-3202	68,838.00	32,171.47	112,803.00	43,965.00	63.87%
OASDI / Medicare / Alternative	3301-3302	37,900.00	17,028.40	65,038.00	27,138.00	71.60%
Health and Welfare Benefits	3401-3402	88,100.00	26,873.11	119,424.98	31,324.98	35.56%
Unemployment Insurance	3501-3502	11,577.00	1,026.65	15,073.00	3,496.00	30.20%
Workers' Compensation Insurance	3601-3602	24,500.00	7,461.77	11,965.00	(12,535.00)	-51.16%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		382,403.00	145,023.05	523,862.16	141,459.16	36.99%
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	1,200.00	-	1,200.00	-	0.00%
Books and Other Reference Materials	4200	-	-	-	-	
Materials and Supplies	4300	53,000.00	53,166.19	73,000.00	20,000.00	37.74%
Noncapitalized Equipment	4400	17,000.00	24,432.15	31,000.00	14,000.00	82.35%
Food	4700	-	42,552.66	150,000.00	150,000.00	New
Total, Books and Supplies		71,200.00	120,151.00	255,200.00	184,000.00	258.43%
<b>5. Services and Other Operating Expenditures</b>						

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Golden Valley Orchard School  
(continued)  
CDS #: 34-67447-0132399  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 1728  
Fiscal Year: 2022/23

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	46,000.00	5,933.39	22,000.00	(24,000.00)	-52.17%
Dues and Memberships	5300	6,200.00	4,225.00	6,200.00	-	0.00%
Insurance	5400	-	13,649.54	28,427.00	28,427.00	New
Operations and Housekeeping Services	5500	26,000.00	10,903.45	26,000.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	261,294.00	63,407.27	261,294.00	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend. Communications	5800	715,368.00	250,414.98	747,711.00	32,343.00	4.52%
	5900	4,450.00	3,540.61	8,350.00	3,900.00	87.64%
Total, Services and Other Operating Expenditures		1,059,312.00	352,074.24	1,099,982.00	40,670.00	3.84%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	1,143.76	-	1,143.76	-	0.00%
Amortization Expense-Lease Assets	6910	-	-	-	-	
Total, Capital Outlay		1,143.76	-	1,143.76	-	0.00%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		2,680,717.76	1,109,380.72	3,419,964.77	739,247.01	27.58%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		33,842.24	(476,422.72)	95,972.60	62,130.36	183.59%
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		33,842.24	(476,422.72)	95,972.60	62,130.36	183.59%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	573,393.00	139,117.00	139,117.00	(434,276.00)	-75.74%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		573,393.00	139,117.00	139,117.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		607,235.24	(337,305.72)	235,089.60		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	

2022.12.14 MINUTES

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Golden Valley Orchard School  
 (continued) \_\_\_\_\_  
 CDS #: 34-67447-0132399  
 Charter Approving Entity: San Juan Unified School District  
 County: Sacramento  
 Charter #: 1728  
 Fiscal Year: 2022/23

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Other Commitments	9760	-	-	-	-	
d Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	80,421.53	-	102,599.00	22,177.47	27.58%
Unassigned/Unappropriated Amount	9790	526,813.71	(337,305.72)	132,490.60	(394,323.11)	-74.85%

2022.12.14\_MINUTES

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: Golden Valley Orchard School  
(continued) \_\_\_\_\_  
CDS #: 34-67447-0132399  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 1728  
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	1,872,356.00	0.00	1,872,356.00	2,137,675.00	2,252,713.00
Education Protection Account State Aid - Current Year	8012	49,504.00	0.00	49,504.00	51,888.00	51,888.00
State Aid - Prior Years	8019	191,283.00	0.00	191,283.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	664,768.00	0.00	664,768.00	674,544.00	674,544.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		2,777,911.00	0.00	2,777,911.00	2,864,107.00	2,979,145.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	40,644.00	40,644.00	35,456.00	35,456.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	42,666.00	42,666.00	50,000.00	50,000.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	16,798.00	16,798.00	0.00	0.00
Total, Federal Revenues		0.00	100,108.00	100,108.00	85,456.00	85,456.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	144,586.44	144,586.44	146,713.52	146,713.52
All Other State Revenues	StateRevAO	46,618.00	426,713.93	473,331.93	255,946.00	256,148.00
Total, Other State Revenues		46,618.00	571,300.37	617,918.37	402,659.52	402,861.52
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	20,000.00	0.00	20,000.00	46,865.00	46,865.00
Total, Local Revenues		20,000.00	0.00	20,000.00	46,865.00	46,865.00
5. TOTAL REVENUES						
		2,844,529.00	671,408.37	3,515,937.37	3,399,087.52	3,514,327.52
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	774,564.25	62,150.00	836,714.25	844,324.22	869,653.94
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	-	0.00
Certificated Supervisors' and Administrators' Salaries	1300	131,761.00	0.00	131,761.00	133,215.05	137,211.50
Other Certificated Salaries	1900	153,579.00	77,100.00	230,679.00	233,851.20	240,866.74
Total, Certificated Salaries		1,059,904.25	139,250.00	1,199,154.25	1,211,390.47	1,247,732.18
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	91,113.60	30,537.00	121,650.60	120,302.56	123,911.63
Non-certificated Support Salaries	2200	21,548.00	30,900.00	52,448.00	52,772.05	54,355.21
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	75,728.00	0.00	75,728.00	75,501.06	77,766.09
Other Non-certificated Salaries	2900	59,136.00	31,660.00	90,796.00	91,025.22	93,755.98
Total, Non-certificated Salaries		247,525.60	93,097.00	340,622.60	339,600.89	349,788.91

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	172,958.18	26,600.00	199,558.18	231,375.58	238,316.85
PERS	3201-3202	88,603.00	24,200.00	112,803.00	86,156.75	88,741.45
OASDI / Medicare / Alternative	3301-3302	54,328.00	10,710.00	65,038.00	96,161.00	43,374.00
Health and Welfare Benefits	3401-3402	115,524.98	3,900.00	119,424.98	121,813.48	125,467.88
Unemployment Insurance	3501-3502	13,753.00	1,320.00	15,073.00	15,975.00	16,454.00
Workers' Compensation Insurance	3601-3602	9,925.00	2,040.00	11,965.00	24,955.00	25,703.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

**Charter School Name: Golden Valley Orchard School**  
(continued)  
**CDS #: 34-67447-0132399**  
**Charter Approving Entity: San Juan Unified School District**  
**County: Sacramento**  
**Charter #: 1728**  
**Fiscal Year: 2022/23**

OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		455,092.16	68,770.00	523,862.16	576,436.80	538,057.18
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	1,200.00	0.00	1,200.00	1,224.00	1,248.48
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	8,000.00	65,000.00	73,000.00	74,460.00	75,949.00
Noncapitalized Equipment	4400	15,000.00	16,000.00	31,000.00	31,620.00	32,252.00
Food	4700	0.00	150,000.00	150,000.00	153,000.00	156,060.00
Total, Books and Supplies		24,200.00	231,000.00	255,200.00	260,304.00	265,509.48
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	1,500.00	20,500.00	22,000.00	46,920.00	47,858.00
Dues and Memberships	5300	6,200.00	0.00	6,200.00	6,324.00	6,450.48
Insurance	5400	28,427.00	0.00	28,427.00	28,995.54	29,575.45
Operations and Housekeeping Services	5500	26,000.00	0.00	26,000.00	26,520.00	27,050.40
Rentals, Leases, Repairs, and Noncap. Improvements	5600	261,294.00	0.00	261,294.00	266,519.00	271,850.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	547,711.00	200,000.00	747,711.00	738,719.00	797,049.00
Communications	5900	8,350.00	0.00	8,350.00	8,517.00	8,687.00
Total, Services and Other Operating Expenditures		879,482.00	220,500.00	1,099,982.00	1,122,514.54	1,188,520.33
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	1,143.76	0.00	1,143.76	0.00	0.00
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		1,143.76	0.00	1,143.76	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,667,347.77	752,617.00	3,419,964.77	3,510,246.70	3,589,608.09
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		177,181.23	(81,208.63)	95,972.60	(111,159.18)	(75,280.57)

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(81,208.63)	81,208.63	0.00	0.00	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		(81,208.63)	81,208.63	0.00	0.00	0.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: Golden Valley Orchard School  
 (continued) \_\_\_\_\_  
 CDS #: 34-67447-0132399  
 Charter Approving Entity: San Juan Unified School District  
 County: Sacramento  
 Charter #: 1728  
 Fiscal Year: 2022/23

<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>						
		95,972.60	0.00	95,972.60	(111,159.18)	(75,280.57)
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	139,117.00	0.00	139,117.00	235,089.60	123,930.42
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		139,117.00	0.00	139,117.00	235,089.60	123,930.42
2. Ending Fund Balance, June 30 (E + F.1.c.)		235,089.60	0.00	235,089.60	123,930.42	48,649.86
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted						
	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	102,599.00	0.00	102,599.00	105,307.00	107,688.00
Unassigned/Unappropriated Amount	9790	132,490.60	0.00	132,490.60	18,623.42	(59,038.14)

2022.12.14

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: Golden Valley River  
(continued) \_\_\_\_\_  
CDS #: 36674470114983  
Charter Approving Entity: San Juan Unified School Distri  
County: Sacramento  
Charter #: 0946  
Fiscal Year: 2022/23

**CERTIFICATION OF FINANCIAL CONDITION**

- POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:  
(  ) 2022/23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print Name: Caleb Buckley Title: Executive Director

To the County Superintendent of Schools:  
(  ) 2022/23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

For additional information on the First Interim Report, please contact:

For Approving Entity:

Barbara Gross  
Name  
Manager, Fiscal Services  
Title  
916-971-9119  
Phone  
[barbara.gross@sanjuan.edu](mailto:barbara.gross@sanjuan.edu)  
E-mail

For Charter School:

Caleb Buckley  
Name  
Executive Director  
Title  
(916) 597-1478  
Phone  
[cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org)  
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
ACOE District Advisor

\_\_\_\_\_  
Date

2022.12.14 MINUTES

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: Golden Valley River  
(continued)  
CDS #: 36674470114983  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 0946  
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
1. LCFF Sources										
State Aid - Current Year	8011	1,320,994.00	-	1,320,994.00	247,806.00	-	247,806.00	1,510,271.00	-	1,510,271.00
Education Protection Account State Aid - Current Year	8012	724,840.00	-	724,840.00	176,948.00	-	176,948.00	768,260.00	-	768,260.00
State Aid - Prior Years	8019	-	-	-	-	-	-	22,954.00	-	22,954.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	742,690.00	-	742,690.00	182,481.00	-	182,481.00	774,748.00	-	774,748.00
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		2,788,524.00	-	2,788,524.00	607,235.00	-	607,235.00	3,076,233.00	-	3,076,233.00
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290	-	44,096.00	44,096.00	-	-	-	-	49,711.00	49,711.00
Special Education - Federal	8181, 8182	-	-	-	-	-	-	-	-	-
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	68,333.00	68,333.00
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	14,863.00	14,863.00	-	20,851.00	20,851.00
Total, Federal Revenues		-	44,096.00	44,096.00	-	14,863.00	14,863.00	-	138,895.00	138,895.00
3. Other State Revenues										
Special Education - State	StateRevSE	-	139,457.00	139,457.00	-	44,648.00	44,648.00	-	165,318.00	165,318.00
All Other State Revenues	StateRevAO	51,820.00	68,574.00	120,394.00	-	106,715.28	106,715.28	48,640.00	572,094.00	620,734.00
Total, Other State Revenues		51,820.00	208,031.00	259,851.00	-	151,363.28	151,363.28	48,640.00	737,412.00	786,052.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	41,000.00	-	41,000.00	2,260.70	-	2,260.70	20,000.00	-	20,000.00
Total, Local Revenues		41,000.00	-	41,000.00	2,260.70	-	2,260.70	20,000.00	-	20,000.00
<b>5. TOTAL REVENUES</b>		<b>2,881,344.00</b>	<b>252,127.00</b>	<b>3,133,471.00</b>	<b>609,495.70</b>	<b>166,226.28</b>	<b>775,721.98</b>	<b>3,144,873.00</b>	<b>876,307.00</b>	<b>4,021,180.00</b>
<b>B. EXPENDITURES</b>										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	973,550.00	50,000.00	1,023,550.00	306,304.75	58,155.99	364,460.74	977,513.50	174,465.00	1,151,978.50
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	80,000.00	-	80,000.00	33,316.91	-	33,316.91	120,344.00	-	120,344.00
Other Certificated Salaries	1900	66,725.00	57,500.00	124,225.00	22,620.08	15,710.56	38,330.64	40,552.00	47,130.00	87,682.00
Total, Certificated Salaries		1,120,275.00	107,500.00	1,227,775.00	362,241.74	73,866.55	436,108.29	1,138,409.50	221,595.00	1,360,004.50
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	131,530.17	47,693.83	179,224.00	50,700.73	34,091.18	84,791.91	143,673.00	85,230.00	228,903.00
Non-certificated Support Salaries	2200	63,214.00	-	63,214.00	23,632.91	9,653.49	33,286.40	64,548.00	28,900.00	93,448.00
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	67,624.00	-	67,624.00	20,602.78	-	20,602.78	69,148.00	-	69,148.00
Other Non-certificated Salaries	2900	-	-	-	3,678.45	12,049.74	15,728.19	26,190.00	30,100.00	56,290.00
Total, Non-certificated Salaries		262,368.17	47,693.83	310,062.00	98,614.87	55,794.41	154,409.28	303,559.00	144,230.00	447,789.00
3. Employee Benefits										
STRS	3101-3102	169,803.25	12,775.75	182,579.00	55,493.79	10,420.55	65,914.34	183,696.76	42,325.00	226,021.76
PERS	3201-3202	108,856.40	7,531.60	116,388.00	28,012.96	11,441.04	39,454.00	86,068.00	37,500.00	123,568.00
OASDI / Medicare / Alternative	3301-3302	38,028.64	5,971.36	44,000.00	15,128.30	6,349.03	21,477.33	73,589.56	13,000.00	86,589.56
Health and Welfare Benefits	3401-3402	90,000.00	-	90,000.00	26,647.53	6,249.44	32,896.97	112,872.00	18,900.00	131,772.00
Unemployment Insurance	3501-3502	-	-	-	175.03	-	175.03	18,460.00	1,425.00	19,885.00
Workers' Compensation Insurance	3601-3602	-	-	-	6,827.75	1,399.25	8,227.00	7,000.00	4,200.00	11,200.00
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	500.00	-	500.00	-	-	-	-	-	-
Total, Employee Benefits		407,188.29	26,278.71	433,467.00	132,285.36	36,329.68	168,615.04	481,686.32	117,350.00	599,036.32
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	-	-	-	-	-
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	39,626.00	18,574.00	58,200.00	6,574.60	46,685.96	53,260.56	10,000.00	70,000.00	80,000.00
Noncapitalized Equipment	4400	16,300.00	-	16,300.00	14,314.98	9,233.84	23,548.82	15,000.00	10,000.00	25,000.00
Food	4700	-	-	-	-	44,159.19	44,159.19	-	200,000.00	200,000.00
Total, Books and Supplies		55,926.00	18,574.00	74,500.00	20,889.58	100,078.99	120,968.57	25,000.00	280,000.00	305,000.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	50,500.00	-	50,500.00	786.32	4,952.27	5,738.59	1,000.00	22,000.00	23,000.00
Dues and Memberships	5300	6,750.00	-	6,750.00	4,704.50	-	4,704.50	6,750.00	-	6,750.00
Insurance	5400	-	-	-	14,397.46	-	14,397.46	29,173.00	-	29,173.00
Operations and Housekeeping Services	5500	37,075.00	-	37,075.00	18,647.65	-	18,647.65	37,075.00	-	37,075.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	282,868.00	-	282,868.00	86,626.88	-	86,626.88	285,368.00	-	285,368.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	746,866.54	52,080.46	798,947.00	247,057.19	13,102.00	260,159.19	626,704.00	91,132.00	717,836.00
Communications	5900	4,800.00	-	4,800.00	3,480.53	54.30	3,534.83	8,650.00	-	8,650.00
Total, Services and Other Operating Expenditures		1,128,859.54	52,080.46	1,180,940.00	375,700.53	18,108.57	393,809.10	994,720.00	113,132.00	1,107,852.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	2,626.00	-	2,626.00	-	-	-	2,626.00	-	2,626.00
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		2,626.00	-	2,626.00	-	-	-	2,626.00	-	2,626.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: Golden Valley River  
(continued)  
CDS #: 36674470114983  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 0946  
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		2,977,243.00	252,127.00	3,229,370.00	989,732.08	284,178.20	1,273,910.28	2,946,000.82	876,307.00	3,822,307.82
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(95,899.00)	-	(95,899.00)	(380,236.38)	(117,951.92)	(498,188.30)	198,872.18	-	198,872.18
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-	-	-	-			
2. Less: Other Uses	7630-7699			-	-	-	-			
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-	(117,951.92)	117,951.92	-			
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	(117,951.92)	117,951.92	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(95,899.00)	-	(95,899.00)	(498,188.30)	-	(498,188.30)	198,872.18	-	198,872.18
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	1,272,805.00	-	1,272,805.00	885,960.00		885,960.00	885,960.00		885,960.00
b. Adjustments to Beginning Balance	9793, 9795	-	-	-			-			-
c. Adjusted Beginning Balance		1,272,805.00	-	1,272,805.00	885,960.00	-	885,960.00	885,960.00	-	885,960.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,176,906.00	-	1,176,906.00	387,771.70	-	387,771.70	1,084,832.18	-	1,084,832.18
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	96,881.10		96,881.10			-	114,669.23		114,669.23
Unassigned/Unappropriated Amount	9790	1,080,024.90	-	1,080,024.90	387,771.70	-	387,771.70	970,162.95	-	970,162.95

2022.12.14 MINUTES

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Golden Valley River  
(continued)  
CDS #: 36674470114983  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 0946  
Fiscal Year: 2022/23

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
<b>1. LCFF/Revenue Limit Sources</b>						
State Aid - Current Year	8011	1,320,994.00	247,806.00	1,510,271.00	189,277.00	14.33%
Education Protection Account State Aid - Current Year	8012	724,840.00	176,948.00	768,260.00	43,420.00	5.99%
State Aid - Prior Years	8019	-	-	22,954.00	22,954.00	New
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	742,690.00	182,481.00	774,748.00	32,058.00	4.32%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		2,788,524.00	607,235.00	3,076,233.00	287,709.00	10.32%
<b>2. Federal Revenues</b>						
No Child Left Behind/Every Student Succeeds Act	8290	44,096.00	-	49,711.00	5,615.00	12.73%
Special Education - Federal	8181, 8182	-	-	-	-	
Child Nutrition - Federal	8220	-	-	68,333.00	68,333.00	New
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	14,863.00	20,851.00	20,851.00	New
Total, Federal Revenues		44,096.00	14,863.00	138,895.00	94,799.00	214.98%
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	139,457.00	44,648.00	165,318.00	25,861.00	18.54%
All Other State Revenues	StateRevAO	120,394.00	106,715.28	620,734.00	500,340.00	415.59%
Total, Other State Revenues		259,851.00	151,363.28	786,052.00	526,201.00	202.50%
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	41,000.00	2,260.70	20,000.00	(21,000.00)	-51.22%
Total, Local Revenues		41,000.00	2,260.70	20,000.00	(21,000.00)	-51.22%
<b>5. TOTAL REVENUES</b>						
		3,133,471.00	775,721.98	4,021,180.00	887,709.00	28.33%
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	1,023,550.00	364,460.74	1,151,978.50	128,428.50	12.55%
Certificated Pupil Support Salaries	1200	-	-	-	-	
Certificated Supervisors' and Administrators' Salaries	1300	80,000.00	33,316.91	120,344.00	40,344.00	50.43%
Other Certificated Salaries	1900	124,225.00	38,330.64	87,682.00	(36,543.00)	-29.42%
Total, Certificated Salaries		1,227,775.00	436,108.29	1,360,004.50	132,229.50	10.77%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	179,224.00	84,791.91	228,903.00	49,679.00	27.72%
Non-certificated Support Salaries	2200	63,214.00	33,286.40	93,448.00	30,234.00	47.83%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	
Clerical and Office Salaries	2400	67,624.00	20,602.78	69,148.00	1,524.00	2.25%
Other Non-certificated Salaries	2900	-	15,728.19	56,290.00	56,290.00	New
Total, Non-certificated Salaries		310,062.00	154,409.28	447,789.00	137,727.00	44.42%
<b>3. Employee Benefits</b>						
STRS	3101-3102	182,579.00	65,914.34	226,021.76	43,442.76	23.79%
PERS	3201-3202	116,388.00	39,454.00	123,568.00	7,180.00	6.17%
OASDI / Medicare / Alternative	3301-3302	44,000.00	21,477.33	86,589.56	42,589.56	96.79%
Health and Welfare Benefits	3401-3402	90,000.00	32,896.97	131,772.00	41,772.00	46.41%
Unemployment Insurance	3501-3502	-	645.40	19,885.00	19,885.00	New
Workers' Compensation Insurance	3601-3602	-	8,227.00	11,200.00	11,200.00	New
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	500.00	-	-	(500.00)	(100%)
Total, Employee Benefits		433,467.00	168,615.04	599,036.32	165,569.32	38.20%
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	
Books and Other Reference Materials	4200	-	-	-	-	
Materials and Supplies	4300	58,200.00	53,260.56	80,000.00	21,800.00	37.46%
Noncapitalized Equipment	4400	16,300.00	23,548.82	25,000.00	8,700.00	53.37%
Food	4700	-	44,159.19	200,000.00	200,000.00	New
Total, Books and Supplies		74,500.00	120,968.57	305,000.00	230,500.00	309.40%
<b>5. Services and Other Operating Expenditures</b>						

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Golden Valley River  
 (continued)  
 CDS #: 36674470114983  
 Charter Approving Entity: San Juan Unified School District  
 County: Sacramento  
 Charter #: 0946  
 Fiscal Year: 2022/23

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	50,500.00	5,738.59	23,000.00	(27,500.00)	-54.46%
Dues and Memberships	5300	6,750.00	4,704.50	6,750.00	-	0.00%
Insurance	5400	-	14,397.46	29,173.00	29,173.00	New
Operations and Housekeeping Services	5500	37,075.00	18,647.65	37,075.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	282,868.00	86,626.88	285,368.00	2,500.00	0.88%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend. Communications	5800	798,947.00	260,159.19	717,836.00	(81,111.00)	-10.15%
	5900	4,800.00	3,534.83	8,650.00	3,850.00	80.21%
Total, Services and Other Operating Expenditures		1,180,940.00	393,809.10	1,107,852.00	(73,088.00)	-6.19%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	2,626.00	-	2,626.00	-	0.00%
Amortization Expense-Lease Assets	6910	-	-	-	-	
Total, Capital Outlay		2,626.00	-	2,626.00	-	0.00%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		3,229,370.00	1,273,910.28	3,822,307.82	592,937.82	18.36%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(95,899.00)	(498,188.30)	198,872.18	294,771.18	-307.38%
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(95,899.00)	(498,188.30)	198,872.18	294,771.18	-307.38%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,272,805.00	885,960.00	885,960.00	(386,845.00)	-30.39%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		1,272,805.00	885,960.00	885,960.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,176,906.00	387,771.70	1,084,832.18		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	

2022.12.14 MINUTES

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Golden Valley River  
 (continued) \_\_\_\_\_  
 CDS #: 36674470114983  
 Charter Approving Entity: San Juan Unified School District  
 County: Sacramento  
 Charter #: 0946  
 Fiscal Year: 2022/23

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Other Commitments	9760	-	-	-	-	
d Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	96,881.10	-	114,669.23	17,788.13	18.36%
Unassigned/Unappropriated Amount	9790	1,080,024.90	387,771.70	970,162.95	(109,861.95)	-10.17%

2022.12.14\_MINUTES

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: Golden Valley River  
(continued) \_\_\_\_\_  
CDS #: 36674470114983  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 0946  
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	1,510,271.00	0.00	1,510,271.00	1,752,920.00	1,854,798.00
Education Protection Account State Aid - Current Year	8012	768,260.00	0.00	768,260.00	852,120.00	886,375.00
State Aid - Prior Years	8019	22,954.00	0.00	22,954.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	774,748.00	0.00	774,748.00	782,990.00	782,990.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,076,233.00	0.00	3,076,233.00	3,388,030.00	3,524,163.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	49,711.00	49,711.00	44,096.00	44,096.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	68,333.00	68,333.00	68,333.00	68,333.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	20,851.00	20,851.00		
Total, Federal Revenues		0.00	138,895.00	138,895.00	112,429.00	112,429.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	165,318.00	165,318.00	170,390.95	170,390.95
All Other State Revenues	StateRevAO	48,640.00	572,094.00	620,734.00	335,828.00	336,012.00
Total, Other State Revenues		48,640.00	737,412.00	786,052.00	506,218.95	506,402.95
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	20,000.00	0.00	20,000.00	42,025.00	42,025.00
Total, Local Revenues		20,000.00	0.00	20,000.00	42,025.00	42,025.00
5. TOTAL REVENUES						
		3,144,873.00	876,307.00	4,021,180.00	4,048,702.95	4,185,019.95
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	977,513.50	174,465.00	1,151,978.50	1,162,027.98	1,196,888.81
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	-	0.00
Certificated Supervisors' and Administrators' Salaries	1300	120,344.00	0.00	120,344.00	121,231.00	124,867.93
Other Certificated Salaries	1900	40,552.00	47,130.00	87,682.00	88,950.80	91,619.32
Total, Certificated Salaries		1,138,409.50	221,595.00	1,360,004.50	1,372,209.78	1,413,376.07
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	143,673.00	85,230.00	228,903.00	224,876.81	231,623.11
Non-certificated Support Salaries	2200	64,548.00	28,900.00	93,448.00	92,166.46	94,931.45
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00		
Clerical and Office Salaries	2400	69,148.00	0.00	69,148.00	68,499.12	70,554.09
Other Non-certificated Salaries	2900	26,190.00	30,100.00	56,290.00	53,910.20	55,527.51
Total, Non-certificated Salaries		303,559.00	144,230.00	447,789.00	439,452.59	452,636.17

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	183,696.76	42,325.00	226,021.76	256,212.57	269,954.83
PERS	3201-3202	86,068.00	37,500.00	123,568.00	127,275.04	131,093.29
OASDI / Medicare / Alternative	3301-3302	73,589.56	13,000.00	86,589.56	89,187.00	91,863.00
Health and Welfare Benefits	3401-3402	112,872.00	18,900.00	131,772.00	134,407.44	138,439.66
Unemployment Insurance	3501-3502	18,460.00	1,425.00	19,885.00	18,433.00	18,986.00
Workers' Compensation Insurance	3601-3602	7,000.00	4,200.00	11,200.00	17,931.00	18,469.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: Golden Valley River  
(continued) \_\_\_\_\_  
CDS #: 36674470114983  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 0946  
Fiscal Year: 2022/23

OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		481,686.32	117,350.00	599,036.32	643,446.05	668,805.78
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	10,000.00	70,000.00	80,000.00	81,600.00	83,232.00
Noncapitalized Equipment	4400	15,000.00	10,000.00	25,000.00	25,500.00	26,010.00
Food	4700	0.00	200,000.00	200,000.00	204,000.00	208,080.00
Total, Books and Supplies		25,000.00	280,000.00	305,000.00	311,100.00	317,322.00
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	1,000.00	22,000.00	23,000.00	51,510.00	52,540.00
Dues and Memberships	5300	6,750.00	0.00	6,750.00	6,885.00	7,022.70
Insurance	5400	29,173.00	0.00	29,173.00	29,756.46	30,351.59
Operations and Housekeeping Services	5500	37,075.00	0.00	37,075.00	37,816.50	38,572.83
Rentals, Leases, Repairs, and Noncap. Improvements	5600	285,368.00	0.00	285,368.00	291,075.00	296,897.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	626,704.00	91,132.00	717,836.00	708,369.00	772,584.00
Communications	5900	8,650.00	0.00	8,650.00	8,823.00	8,999.00
Total, Services and Other Operating Expenditures		994,720.00	113,132.00	1,107,852.00	1,134,234.96	1,206,967.12
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	2,626.00	0.00	2,626.00	0.00	0.00
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		2,626.00	0.00	2,626.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,946,000.82	876,307.00	3,822,307.82	3,900,443.37	4,059,107.14
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		198,872.18	0.00	198,872.18	148,259.58	125,912.81

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		0.00	0.00	0.00	0.00	0.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: Golden Valley River  
 (continued) \_\_\_\_\_  
 CDS #: 36674470114983  
 Charter Approving Entity: San Juan Unified School District  
 County: Sacramento  
 Charter #: 0946  
 Fiscal Year: 2022/23

<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>						
		198,872.18	0.00	198,872.18	148,259.58	125,912.81
<b>F. FUND BALANCE, RESERVES</b>						
<b>1. Beginning Fund Balance</b>						
a. As of July 1	9791	885,960.00	0.00	885,960.00	1,084,832.18	1,233,091.76
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		885,960.00	0.00	885,960.00	1,084,832.18	1,233,091.76
<b>2. Ending Fund Balance, June 30 (E + F.1.c.)</b>		1,084,832.18	0.00	1,084,832.18	1,233,091.76	1,359,004.57
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	114,669.23	0.00	114,669.23	117,013.00	121,773.00
Unassigned/Unappropriated Amount	9790	970,162.95	0.00	970,162.95	1,116,078.76	1,237,231.57

2022.12.14

# GOLDEN VALLEY CHARTER SCHOOLS COVID-19 SAFETY PLAN

Golden Valley Charter Schools conducted a committee process for developing this plan at each site with the school principal as the main organizer. If you have questions, comments, or concerns about this plan unique to your school, please address the school principal. If you have questions regarding the overall return to school and the shared aspects of the plan, please contact the Executive Director, Caleb Buckley, EdD, [cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org)

Authors	Title
<b>Caleb Buckley, EdD</b>	Executive Director
<b>Becky Page</b>	Principal, Orchard
<b>Ryan Sutton</b>	Principal, River
<b>Ekaterina Khmelniker</b>	Covid19 Safety Committee Member
<b>Megan Mardones</b>	Covid19 Safety Committee Member
<b>Meredith Willsen</b>	Covid19 Safety Committee Member
	<b>Last updated 2022.12.13</b>

2022.12.14 MINUTES

2022.12.14 MINUTES

## INTRODUCTION

COVID-19 is here to stay, but we have learned methods and gained tools to decrease its impact on our health and well-being. California's schools can manage this disease in sustainable and adaptive manners. In alignment with the state's SMARTER plan, California will continue to provide resources—including COVID-19 tests and personal protective equipment—to support these goals and prevent broad disruption to in-person learning.

Additionally, many of the strategies used to address COVID-19 can protect school communities from other diseases and support healthy learning environments. In alignment with the CDC, California schools should consider the approaches described below as potential methods to also safeguard students and staff from other airborne pathogens, allergens, and pollutants (e.g., wildfire smoke).

The guidance is based on current scientific knowledge and anticipated trends. It is subject to change, as COVID-19 conditions can shift rapidly and our response in schools must remain nimble and responsive to dynamic challenges.

Golden Valley Charter Schools has worked closely with faculty, staff, parents, and community members to develop a safe, supportive, academically robust and developmentally appropriate safety plan. This plan has been informed by the following:

California Safe Schools for All Hub: <https://schools.covid19.ca.gov/>

California Department of Public Health: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

OSHA ETS: <https://www.dir.ca.gov/dosh/coronavirus/ETS.html>

**The foundational principles are ensuring access to safe and full in-person instruction for all students and keeping equity at the core of all efforts described below. In-person schooling is critical to the mental and physical health and development of our students.** This plan may be adjusted based on local conditions and mandates. All Golden Valley Schools will use Sacramento County Public Health and California Department of Public Health recommendations. Please remember that this is a fluid situation, and the plan will be revisited at regular board meetings to reflect new guidance.

Golden Valley uses a multi-layered approach of infection mitigation strategies to help contain the spread of Covid 19 within our schools. Among these mitigation strategies are Face Coverings, Optimized Ventilation, Staying Home When Sick and Getting Tested, Screening Testing, and Case Reporting, Contact Tracing, and Investigation.

## INFECTION MITIGATION STRATEGIES AT GOLDEN VALLEY

### FACE COVERINGS

Golden Valley Charter Schools (“GVCS”) follows all Sacramento County Public Health (“SCPH”) and California Department of Public Health (“CDPH”) requirements for face coverings and the COVID-19 and Safe Schools for All Hub.

Per the February 28, 2022 California Department of Public Health Memorandum:

- After March 11, 2022, the universal masking requirement for K-12 and Childcare settings will terminate. CDPH strongly recommends that individuals in these settings continue to mask in indoor settings when the universal masking requirement lifts.

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>

GVCS recognizes that there are a variety of strong feelings regarding face coverings and other health mitigation measures. GVCS follows the mandates and guidance of our public health officials, epidemiology experts, and legal counsel.

Face coverings are currently strongly recommended for individuals on school campuses and work sites. We welcome and support those who choose to follow the strong recommendation to continue to mask at our facilities.

No person will be prevented from wearing a mask as a condition of participation in any employment activity.

Masks will continue to be provided to those who desire to use them on our campuses.

The health and safety of our students and staff is our top priority. We are also committed to each student having access and equity at our schools to their public education. We expect the community to extend our core values of respectful relationships and resilience with each other in these matters.

2022.12.14 MINUTES

## OPTIMIZED VENTILATION

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- HVAC system disinfected with EPA approved agent for COVID 19
- Outside air exchange rates are set to maximum levels
- Upgraded high-efficiency air filters installed
- Constant airflow programmed
- Building air flush programmed before and after school hours
- Utilizing outdoor instruction to the greatest extent possible

## STAYING HOME WHEN SICK AND GETTING TESTED

**Parents and/or caregivers are required to monitor their children** for signs of infectious illness and COVID-19 every day using the *COVID-19 SCREENING TOOL FOR CHILDREN* (see appendix). Faculty and staff are required to self-monitor for signs and symptoms of COVID-19 using the *COVID-19 SCREENING TOOL FOR ADULTS* (see appendix).

Students who have symptoms of any infectious illness or symptoms consistent with COVID-19 (using the *Covid 19 Screening Tool* (see appendix)) may not attend school in-person. All faculty and staff will refer to the *STUDENT SYMPTOM DECISION TREE* (see appendix) to determine when to send students home.

Students or staff who become ill while on campus must be isolated from others and sent home as soon as possible.

## COVID SCREENING TESTING

Effective Saturday, September 17, the State Public Health Officer Order for School Workers issued on August 11, 2021 will be rescinded and there will no longer be a testing requirement for unvaccinated school employees.

To promote safer in-person learning environments, the California Department of Public Health (CDPH), in partnership with the California COVID-19 Testing Task Force, is providing free rapid COVID-19 tests for teachers, staff and students at participating schools. Along with other safety practices such as masking, and improved ventilation, routine testing of students and staff can help school communities reduce the spread of COVID-19. Golden Valley Charter Schools is using this program for weekly screening of unvaccinated staff, student and staff testing, and individuals that experience possible COVID symptoms.

The program provides the following resources and tools:

- Antigen tests that provide results in 15-30 minutes
- Robust training for school personnel to perform on-site testing
- Use of the online platform, [Primary.Health](#) to register students for testing
  - Parent must give consent each time their student is tested
  - Parent may be present for testing or give consent on the phone
- **Symptomatic testing:** Individuals with symptoms of COVID19, either at home or at school, are required to stay home and isolate in case they are infectious. The individual may return to school in the case of a negative test for SARS-CoV-2 **and** 24 hours after fever is resolved and symptoms are improving.
- **Response testing:** When a case has been identified in a given stable group, symptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2 are recommended to be tested.

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Orchard Safety Officer: Becky Page  
Email: [bpage@goldenvalleycharter.org](mailto:bpage@goldenvalleycharter.org)  
Phone: 916-987-1490

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

River Safety Officer: Ryan Sutton  
Email: [rsutton@goldenvalleycharter.org](mailto:rsutton@goldenvalleycharter.org)  
Phone: 916-987-6141

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

## CASE REPORTING, CONTACT TRACING, AND INVESTIGATION

Each school Safety Officer, in coordination with GVCS Human Resources, is responsible for training staff and families on the application and enforcement of the school safety plan. Training will include expectations for student, staff, and parent behavior. The Safety Officer is responsible for responding to COVID-19 concerns.

Golden Valley Charter Schools will initiate contact tracing when there is a confirmed case of COVID-19. Each school site has a designated staff person to support contact tracing. The designated contact tracer has completed the [Johns Hopkins COVID-19 online contact tracing course](#). If positive cases in the school community are identified, contract tracing staff will work with the county health department to identify contacts and determine appropriate course of action, such as quarantine, testing, and notifications.

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Orchard Safety Officer and Contact Tracer: Becky Page  
Email: [bp@goldenvalleycharter.org](mailto:bp@goldenvalleycharter.org)  
Phone: 916-987-1490

Becky Page has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

Confirmed cases of COVID-19 are reported to Sacramento County Public Health as required by CDPH or SCPH, 916-661-7331.

River Safety Officer and Contact Tracer: Ryan Sutton  
Email: [rsutton@goldenvalleycharter.org](mailto:rsutton@goldenvalleycharter.org)  
Phone: 916-987-6141

Ryan Sutton has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

Confirmed cases of COVID-19 are reported to Sacramento County Public Health as required by CDPH or SCPH, 916-661-7331.

## CLEANING AND DISINFECTION

Protocols for cleaning and disinfecting the school site have been established. This includes regular cleaning schedules using EPA-approved cleaning products, descriptions of how shared surfaces will be regularly cleaned and disinfected, and how use of shared items will be minimized.

- A daily cleaning schedule has been developed to follow the path of student space usage. The school buildings, while not in use as daily classrooms, will be cleaned daily using the San Juan EPA approved cleaning protocols during the time of COVID-19. We will be using child-safe and ecologically friendly products that meet State and licensing guidelines.
- Daily janitorial services will use stringent cleaning practices during the day while deep disinfection of the full campus will be conducted each evening.
- **In the event of a positive Covid case has been identified:** The classroom and all spaces where case spent significant time will be deep cleaned and disinfected using enhanced cleaning protocols and using approved disinfecting/cleaning protocols during the time of COVID-19. Disinfection will be done when students are not present.

## HEALTHY HYGIENE PRACTICES

Golden Valley Charter Schools will promote healthy hygiene practices that incorporates handwashing and hand sanitizing into routines. Students and staff should wash their hands:

- when entering school/class
- before and after eating
- after coughing or sneezing
- after using the restroom
- periodically throughout the day

## THE WHOLE COMMUNITY

### VISITORS, VOLUNTEERS & GATHERINGS

**Visitor** (defined) - A visitor is any person who is on campus other than a student, staff, or volunteer. Examples include: being on campus to complete a task or business such as dropping off or picking up their children; dropping off or picking up paperwork; attending a parent teacher conference; attending an event such as a class play; etc.

**Volunteer** (defined) – For the purposes of this Covid Safety Plan, a volunteer is an extension of employees of the school to deliver the program to the students. Volunteers will follow the same vaccination and testing protocols as an employee of the school. Volunteers are on campus for a specific purpose, known to the class teacher or principal, and signed in at the office. They will also wear a badge or name tag provided by the school.

Effective Saturday, September 17, the State Public Health Officer Order for School Workers issued on August 11, 2021 will be rescinded and there will no longer be a testing requirement for unvaccinated school employees.

Gatherings will follow current guidance from California Department of Public Health and/or Sacramento County Public Health (SCPH). As of March 31, 2022, there will be no gatherings larger than 1000 people.

### SCHOOL-BASED EXTRACURRICULAR ACTIVITIES

The requirements and recommendations in this guidance apply to all extracurricular activities that are operated or supervised by schools, and all activities that occur on a school site, whether they occur during school hours, including, but not limited to, sports, band, chorus, plays, meetings, festivals, and clubs.

Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:

- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.

- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

## FIELD TRIPS

All field trips must meet the safety criteria of Golden Valley Charter Schools (“GVCS”), California Department of Education (“CDE”), and California Department of Public Health (“CDPH”). Field trips are approved on a case-by-case basis by the school administrator.

## INDEPENDENT STUDY

Any student may request up to 15 days by filling out a request form in the school office or through registration at the central office.

## AFTERCARE

Golden Valley Charter Schools will offer childcare according to -guidance by CDPH and SCPH (Eagle’s Nest, After Care, Before Care).

In the Eagles Nest Program, students are mostly outdoors. Students in the program will be mixed with students from other classes and will be allowed to eat and drink. Students at school fall under school guidelines when in aftercare and do not fall under "Child Care Center" guidelines which are made for a different setting.

## SPECIAL EDUCATION

Golden Valley Charter Schools will continue to implement education support and IEP accommodations while following all health and safety guidelines. All assessments will take place in person. IEP accommodations and services are implemented during the school day following public health guidance. Contracted and in-house service providers will conduct observations in the classrooms following current guidelines.

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## RESOURCES

### COVID-19 GENERAL INFORMATION

[Exposure Risk \(CDC\)](#)

[Glossary of Key Terms \(CDC\)](#)

[Symptoms \(CDC\)](#)

[Screening K-12 Students for Symptoms of COVID-19 \(CDC\)](#)

### SACRAMENTO COUNTY INFORMATION AND RESOURCES

[COVID-19 Dashboards \(SCPH\)](#)

[COVID-19 Community Testing Sites in Sacramento County](#)

[Sacramento County COVID-19 Website](#)

[Sacramento County COVID-19 Schools Page](#)

[Sacramento County Public Health Orders](#)

[School Year Planning: A Guide to Address the Challenges of COVID-19 \(SCOE\)](#)

### ISOLATION AND QUARANTINE

[Home Isolation for People with COVID-19 \(SCPH\)](#)

[Home Quarantine Guidance for Close Contacts to COVID-19 \(SCPH\)](#)

[Quarantine vs. Isolation \(CDC\)](#)

[Sacramento County Public Health General Quarantine Orders](#)

[Sacramento County Public Health General Isolation Orders](#)

### CONTACT TRACING

[Johns Hopkins Online Contact Tracer Training](#)

### QUESTIONS?

**Sacramento County Public Health**

(916) 661-7331

COVID19@saccounty.net

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# APPENDIX

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## COVID-19 SCREENING TOOL FOR ADULTS

Before coming to campus each day, adults should screen themselves for symptoms of illness by answering the following questions.

- Do you have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Do you have a loss of smell or taste?
- Do you have a cough?
- Do you have muscle aches?
- Do you have a sore throat?
- Do you have congestion or a runny nose?
- Do you have shortness of breath?
- Do you have chills?
- Do you have a headache?
- Have you experienced any new gastrointestinal symptoms such as nausea, vomiting, diarrhea, or loss of appetite in the last few days?
- Have you, or anyone you have been in close contact with, been diagnosed with COVID-19 or placed in quarantine for possible exposure to COVID-19 within the last two weeks?
- Have you been asked to isolate or quarantine by a medical professional or a local public health official in the last two weeks?

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## COVID-19 SCREENING TOOL FOR CHILDREN

Before coming to campus each day, children should be screened for symptoms of illness by answering the following questions.

- Does the child have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Does the child have a sore throat?
- Does the child have a new uncontrolled cough that causes difficulty breathing (for children with chronic allergic/asthmatic cough, a change in their cough from baseline)?
- Does the child have diarrhea or vomiting?
- Does the child have new onset of severe headache, especially with a fever?

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## COVID-19 GUIDANCE FOR CHILDREN/STUDENTS AT CHILD CARE, PRE-SCHOOL, AND K-12 SCHOOLS

### CHILD/STUDENT WITH NEW SYMPTOMS OF ILLNESS

Children/students with symptoms of illness should stay home and test for COVID-19.

- If test is negative, may return if at least 24 hours have passed since fever and symptoms have improved significantly.
- If test is positive, stay at home for 5 days. Isolation can end after Day 5 if symptoms are not present or are resolving and a diagnostic specimen collected on Day 5 or later tests negative. Consistent use of a well fitted face mask while indoors at child care/school is **strongly recommended** through Day 10. If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after Day 10.

### CHILD/STUDENT EXPOSED TO PERSON WITH COVID-19 IN ANY SETTING

If potential exposure occurs at a school setting, parents/caregivers should be notified of the potential exposure.

Children/students with exposure to someone with COVID-19 may continue to take part in all aspects of child care or schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19. This includes children/students who have continuous household exposure (live with someone who has COVID-19). It is strongly recommended that exposed children/students wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure, if not already doing so unless they are under age 2. It is recommended that the individual test for COVID-19 5 days after the exposure.

### CHILDREN/STUDENTS WHO HAVE TESTED POSITIVE FOR COVID-19 IN THE PAST 90 DAYS

Asymptomatic children/students that have tested positive for COVID-19 within the past 90 days are not required to quarantine or test for COVID-19 in response to a new COVID-19 exposure. However, if a child develops new symptoms after being exposed to COVID-19, they should quarantine and test.

### REPORTING OUTBREAKS TO SCPH

#### Elementary Schools, Pre-Schools, & Child Care (Single Classroom Cohort)

For schools/grades where students are primarily with the same classroom cohort (e.g. elementary school, pre-school, child care), schools should report outbreaks to SCPH using the [online outbreak reporting module](#) when:

- At least 3 students in a **classroom cohort** are suspected, probable, or confirmed to have COVID-19 within a 14-day period.
- OR**
- At least 10% of the **school population** are suspected, probable, or confirmed to have COVID-19 within a 14-day period.

08/30/2022



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**Middle/High Schools (Multiple Classroom Cohorts)**

For schools/grades where students are part of numerous classroom cohorts (e.g. middle and high school), schools should report outbreaks to SCPH using the [online outbreak reporting module](#) when:

- At least 10% of a grade level is suspected, probable, or confirmed to have COVID-19 within a 14-day period.  
OR
- At least 10% of the school population is suspected, probable, or confirmed to have COVID-19 within a 14-day period.

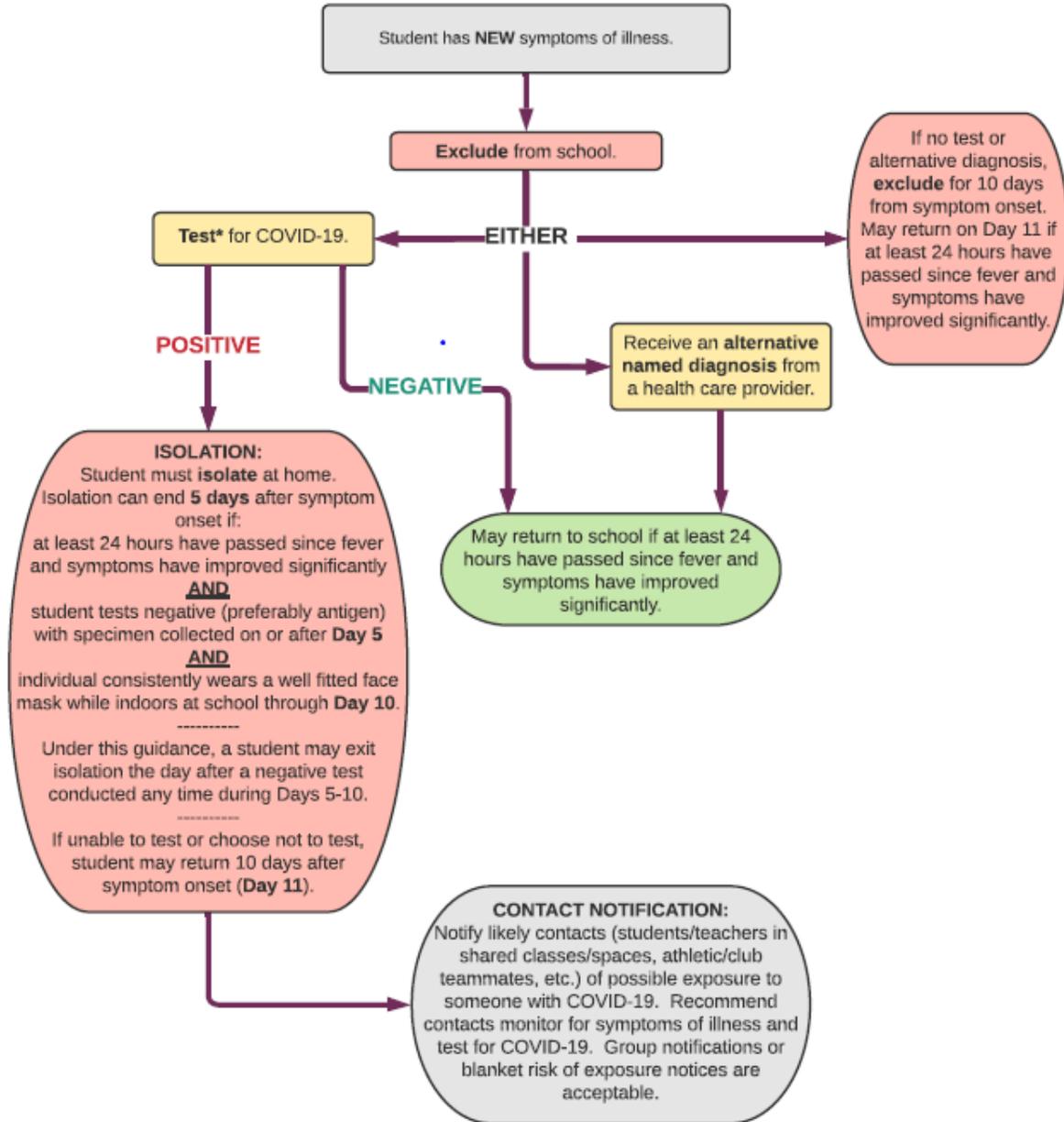
08/30/2022



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## COVID-19 Decision Tree for Children/Students at Child Care, Pre-School, & K-12 Schools

**NOTE:** This tree is for children/students only. For staff, child care facilities and schools are required to follow all isolation and notification requirements outlined in the [Cal/OSHA ETS](#).



\* PCR or rapid antigen test are acceptable. Asymptomatic individuals who have tested positive for COVID-19 are not required to re-test for 90 days following their initial infection. However, if individuals develop new symptoms following a COVID-19 exposure, they should isolate and test.  
August 30, 2022



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## COMMUNICATIONS TEMPLATES FOR K-12 SCHOOLS

### SACRAMENTO COUNTY PUBLIC HEALTH

The following pages include sample letters for communicating with families and/or staff regarding COVID-19 cases or exposures at school. Note that every scenario is unique and these templates are provided only as guides for some common scenarios. Schools and school districts should tailor their communications for their specific situations.

#### SAMPLE LETTER

This message is to inform you that your child in (INSERT CLASS) may have been exposed to an individual diagnosed with COVID-19. Exposure could have occurred on (INSERT DATE).

##### Covid-19 Information from Sac County Public Health Decision Tree

- Students may continue to attend school as long as they do not develop symptoms of illness.
- It is strongly recommended that exposed students wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure, which would be through (INSERT DATE).
- It is recommended that students test for Covid-19 five (5) days after the exposure which is on (INSERT DATE). Test sooner if symptoms develop.
- If you would like to test your student, you may bring your student to the office or use a home test. Home tests are available in the office.
- If your child develops symptoms of COVID-19 or tests positive for COVID-19, please ensure they isolate at home immediately and notify us right away at (INSERT PHONE).

We encourage you to contact us with questions and concerns. Please call the school at (INSERT PHONE) with your question.

Please be assured that we are committed to facilitating an optimal learning experience ensuring the safety of our students and staff.

Thank you

[Site Administrator/Teacher]

[School Name]

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**GVCS COVID-19 REPORTING & CONTACT TRACING FORM** 2022.04.06

Schools (including daycare, childcare, and K-12) should:

- Report cases of confirmed COVID-19 in students or staff to Sacramento County Public Health by any method required.
- Follow Sacramento County Public Health guidance after identification of a student or staff with confirmed COVID-19

School Site/Location: \_\_\_\_\_

School Point of Contact & Phone Number: \_\_\_\_\_

**POSITIVE PATIENT INFORMATION**

<b>Student/Staff Name:</b> (Last, First)		<b>Date of Birth:</b>	<b>Sex:</b>
			<input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Home Address:</b>		<b>City, Zip Code:</b>	<b>Phone #:</b>
<b>Race:</b>		<b>Ethnicity:</b>	<b>Teacher(s) and/or Room Location:</b>
<input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian/Pacific Islander		<input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	<input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic
<b>Date of Illness Onset:</b>	<b>Date of Last Attendance:</b>	<b>COVID-19 + Test Date:</b>	<b>COVID-19 Symptoms:</b> (if yes, please list)
			<input type="checkbox"/> Yes <input type="checkbox"/> No

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**COMPLETE LIST OF CLOSE CONTACTS OF PATIENTS COVID-19 SAFETY PLAN – BOT 2022.04.06**

1. For COVID-19, a [close contact](#) is
2. contact is defined as sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period (for example, three separate 5-minute exposures) during an infected person’s infectious period.  
starting **from 2 days before** illness onset.

Contact Name	Location	Phone #	Relation to Positive Case	Duration of Contact More Than 15 min <b>AND</b> Distance Between Contact Less Than 6 ft.?	COVID-19 Symptoms Y/N (If yes, list)	COVID-19 Test Y/N (if yes, date)	COVID-19 Test Results Date, Pos/Neg	Date Notified by School Contact Tracer Team
SAMPLE: Mrs. Franklin	Room 1	555-555-5555	Teacher	Y	N	9/22/20	Neg 9/24/20	
SAMPLE: Jimmy Lee	Room 1	555-555-5555	Student	Y	Y Fever 101	9/22/20	Pos 9/24/20	

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			2021-2022	GVCS COVID-19 SAFETY PLAN – BOT	2022.04.06	2	
						0	

2022.12.14 MINUTES

# COVID-19 Prevention Program (CPP) for Golden Valley Charter Schools (OSHA)

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

**Date: August 5, 2021**

## **Authority and Responsibility**

**Caleb Buckley, EdD, Executive Director**, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

## **Identification and Evaluation of COVID-19 Hazards**

We will implement the following in our workplace:

- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

## **Employee participation**

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by participation in weekly meetings to discuss safety issues and reporting concerns to the site principal. If resolution is not received at the school site, human resources will be notified by the site principal.

## **Employee screening**

We screen our employees by:

- Following all CDPH guidelines regarding self-monitoring
- Requiring all staff to self-monitor using the *COVID19 SCREENING TOOL FOR ADULTS*
  - Located in the [Orchard Covid Prevention Plan](#)
  - Located in the [River Covid Prevention Plan](#)
- The school site Safety Officer will oversee Covid-19 Surveillance Testing of all staff members

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## Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented and corrected in a timely manner based on the severity of the hazards, as follows:

- Site principals will document and correct all reports of unsafe/unhealthy conditions.

## Control of COVID-19 Hazards

### Face Coverings

Cal/OSHA has aligned workplace mask requirements with general mask guidance from the CDPH.

- **Masks are strongly recommended indoors.**
  - In outbreaks, all employees must wear masks indoors and outdoors when six feet of physical distance cannot be maintained.
- **Masks are not required outdoors** (except during outbreaks). Workers should be trained for outdoor use of face coverings.
- **Golden Valley will provide unvaccinated employees with NIOSH-certified respirator masks** for voluntary use when:
  - Working indoors, or
  - In a vehicle with others.

GVCS recognizes that there are a variety of strong feelings regarding face coverings and other health mitigation measures. GVCS follows mandates and guidance our public health officials, epidemiology experts, and legal counsel.

Face coverings are currently strongly recommended for individuals on school campuses and work sites.

We welcome and support those who choose to follow the strong recommendation to continue to mask at our facilities.

No person will be prevented from wearing a mask as a condition of participation in any employment activity.

Masks will continue to be provided to those who desire to use them on our campuses.

We expect the community to extend our core values of respectful relationships and resilience with each other in these matters.

### Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- River and Orchard
  - HVAC system disinfected with EPA approved agent for COVID 19
  - Outside air exchange rates are set to maximum levels
  - Upgraded high-efficiency air filters installed
  - Constant airflow programmed
  - Building air flush programmed before and after school hours

## Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Full disinfecting of all work areas the employee entered.

## Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by **using appropriate wipes**.

### Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Evaluated handwashing facilities.
- Encourage and allow time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e., methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.
- Post signage on proper handwashing techniques in all bathrooms.

## Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

## Investigating and Responding to COVID-19 Cases

Employees who had potential COVID-19 exposure in our workplace will be:

- Notified by the Site Safety Officer.
- Provided no-cost Covid19 testing during working hours.
- Provided with information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below.

### If an employee tests positive for COVID:

1. The employee must isolate until Day 5 (from date of symptom onset or positive test whichever began first).
2. On day five, the employee can test to return to work. Testing on Day 5 is permitted as long as the staff member has been fever-free for 24 hours without fever-reducing medication and all other symptoms are improved.
  - a. If test is negative, the employee may return to work on Day 6, but must wear a mask through Day 10.
  - b. If an employee tests positive, the employee must remain in isolation through Day 10 (return to work on Day 11).
  - c. If an employee refuses to mask or test, they must remain home through Day 10 (return on Day 11).

### If an employee is identified as a close contact:

1. Asymptomatic employees:
  - a. Must test 3-5 days after last date of close contact.
  - b. Employees that have tested positive in the last 30 days do not have to test as long as they remain asymptomatic.
  - c. The employee must wear a mask for 10 days.
  - d. Employees that refuse to wear a mask or test must quarantine at home and may return to work on Day 11 after last contact.
2. Symptomatic employees:
  - a. May return to work after day 5 if symptoms are not present and a negative COVID test is collected.
  - b. If an employee is unable to test or refusing to test, the employee may return to work after day 10.

Employees that return after Day 5 must wear a mask until after Day 10.

## System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- That employees can report symptoms and hazards without fear of reprisal.
- Employees should report COVID-19 symptoms and possible hazards to the Site Safety Officer/school principal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing: please see the list of testing sites in the community.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. **Educators receive free Covid-19 testing.**
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

## Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  - COVID-19 is an infectious disease that can be spread through the air.
  - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

## Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by **direct communication from HR.**
- Providing employees at the time of exclusion with information on available benefits.



## What Employers and Workers Need to Know about COVID-19 Isolation & Quarantine

November 9, 2022

This fact sheet provides employers and workers not covered by the [Aerosol Transmissible Diseases standard](#) with information on when and for how long workers must be excluded from the workplace if they test positive or are exposed to someone who has COVID-19. The chart below reflects the new California Department of Public Health (CDPH) isolation and quarantine periods guidance from June 9, 2022 and the third re-adoption of the Cal/OSHA COVID-19 Prevention Emergency Regulation effective May 5, 2022.

More information is available on [Cal/OSHA's ETS FAQs](#) and [CDPH's Isolation and Quarantine Guidance](#).

Employees who test positive for COVID-19 must be excluded from the workplace as described in Table 1. For employees who had a close contact, employers must review [CDPH guidance](#) and implement quarantine and other measures in the workplace to prevent COVID-19 transmission in the workplace. Please refer to table 2 and table 3 below for CDPH quarantine guidance after close contact.

Where the tables below refer to action to be taken on a specified day (e.g., "day 5" or "day 10"), day 1 is the first day following the onset of symptoms or, if no symptoms develop, the day following the first positive test.

**Table 1: Exclusion Requirements for Employees Who Test Positive for COVID-19**

<p>Requirements apply to <b>all</b> employees, regardless of vaccination status, previous infection, or lack of symptoms.</p>	<ul style="list-style-type: none"> <li>• Employees who test positive for COVID-19 must be excluded from the workplace for at least 5 days after start of symptoms or after date of first positive test if no symptoms.</li> <li>• Isolation can end and employees may return to the workplace after day 5 if symptoms are not present or are resolving, <b>and</b> a diagnostic specimen* collected on day 5 or later tests negative.</li> <li>• If an employee's test on day 5 (or later) is positive, isolation can end and the employee may return to the workplace after day 10 if they are fever-free for 24 hours without the use of fever-reducing medications.</li> <li>• If an employee is unable to or choosing not to test <sup>i</sup>, isolation can end, and the employee may return to the workplace after day 10 if they are fever-free for 24 hours without the use of fever-reducing medications.</li> <li>• If an employee has a fever<sup>ii</sup>, isolation must continue and the employee may not return to work until 24 hours after the fever resolves without the use of fever-reducing medications.<sup>ii</sup></li> <li>• If an employee's symptoms other than fever are not resolving, they may not return to work until their symptoms are resolving or until after day 10.</li> <li>• Employees must wear face coverings around others for a total of 10 days. Please refer the FAQs regarding face coverings for additional information.</li> </ul> <p>*Antigen test preferred.</p>
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<sup>i</sup> An employer may require a test. More information is available in the [Department of Fair Employment and Housing FAQ](#).

<sup>ii</sup> A fever is a measured body temperature of 100.4 degrees Fahrenheit or higher.

<sup>iii</sup> A fever resolves when 24 hours have passed with no fever, without the use of fever-reducing medications.

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**Table 2: CDPH Guidance for Close Contacts – Employees Who Are Exposed to Someone with COVID-19. (Applies to All Employees Except Those in High-Risk Settings)**

<p>For employees who are <b>asymptomatic</b>. Applies to all employees, regardless of vaccination status.</p>	<ul style="list-style-type: none"> <li>Exposed employees must test within three to five days after their last close contact. Persons infected within the prior 90 days do not need to be tested unless symptoms develop.</li> <li>Employees must wear face coverings around others for a total of 10 days after exposure. Please refer to the FAQs on face coverings for additional information.</li> <li>If an exposed employee tests positive for COVID- 19, they must follow the isolation requirements above in Table 1.</li> <li>Employees are strongly encouraged to get vaccinated and boosted</li> </ul>
<p>For employees who are <b>symptomatic</b>. Applies to all employees, regardless of vaccination status.</p>	<ul style="list-style-type: none"> <li>Symptomatic employees must be excluded and test as soon as possible. Exclusion must continue until test results are obtained.</li> <li>If the employee is unable to test or choosing not to test, exclusion must continue for 10 days.</li> <li>If the employee tests negative and returns to work earlier than 10 days after the close contact, the employee must wear a face covering around others for 10 days following the close contact.</li> <li>CDPH recommends continuing exclusion and retesting in 1-2 days if testing negative with an antigen test, particularly if tested during the first 1-2 days of symptoms.</li> <li>For symptomatic employees who have tested positive within the previous 90 days, using an antigen test is preferred.</li> </ul>

**Table 3: CDPH Guidance for Close Contacts – Specified High-Risk Settings**

<p>Applies to employees who are:</p> <ul style="list-style-type: none"> <li>Unvaccinated, OR</li> <li>Not fully vaccinated, OR</li> <li>Vaccinated and booster-eligible but have not received a booster dose, AND</li> <li>Not infected with SARS-CoV-2 within the prior 90 days.</li> </ul> <p>AND who work in the following high-risk settings:</p> <ul style="list-style-type: none"> <li>Homeless shelters*</li> <li>Emergency shelters</li> <li>Cooling and heating centers</li> <li>Long term care settings &amp; adult and senior care facilities*</li> <li>Local correctional facilities and detention centers*</li> <li>Healthcare settings*</li> </ul> <p>* Please note that some employees in these high-risk settings are covered by the Aerosol Transmissible Diseases standard (section 5199) and are subject to different requirements. Please see the Scope of Coverage section of the FAQ for additional information.</p>	<ul style="list-style-type: none"> <li>Exposed employees must be excluded from work for at least five days after the last known close contact.</li> <li>Exclusion can end and exposed employees may return to the workplace after day 5 if symptoms are not present and a diagnostic specimen collected on day 5 or later tests negative.</li> <li>If an employee is unable to test or choosing not to test, and symptoms are not present, work exclusion can end and the employee may return to the workplace after day 10.</li> <li>Employees in these settings must wear a face covering while indoors and around others in accordance with CDPH’s universal masking guidance.</li> <li>Employees are strongly encouraged to get vaccinated or boosted.</li> <li>If employees develop symptoms after returning to work, they must be excluded from the workplace and test as soon as possible. If employees test positive, they must follow the isolation requirements in Table 1.</li> </ul>
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### Commonly Asked Questions

#### When are workers eligible for exclusion pay if exposed to COVID-19?

When workers are required to be excluded from work due to work-related COVID-19 exposure, they must be paid exclusion pay. Workers should speak with their employers about available exclusion pay. Some exceptions apply, for example if the worker can work from home, or they are receiving disability pay or Workers' Compensation Temporary Disability Payments.

#### What does CDPH guidance require if a worker was exposed to COVID-19 but tests are not available?

If a worker in a non-high-risk setting cannot be tested as required but never develops symptoms, the worker may continue to work but must wear a face covering for 10 days after the close contact. If the worker works in a high-risk setting, they should continue isolation for 10 days, as explained in the table.

This guidance is an overview, for full requirements see Title 8 sections [3205](#), [3205.1](#), [3205.2](#), [3205.3](#), [3205.4](#)

#### Update History

- January 19, 2022 – Updated to clarify this fact sheet does not apply to workplaces covered by the Aerosol Transmissible Diseases Standard.
- May 6, 2022 – Updated to align with new CDPH guidance for general population and adding high-risk settings.
- November 9, 2022 – Updated to add vaccinated and booster-eligible but not yet boosted to the list of workers who must be excluded in high-risk settings after close contact. Also made edits to align with CDPH guidance.



For assistance with developing a COVID-19 Prevention Program, employers may contact Cal/OSHA Consultation Services at 1 800 963 9424 or [InfoCons@dir.ca.gov](mailto:InfoCons@dir.ca.gov)

For Consultation information or publications, access the following link or copy the site address: [DOSHconsultation www.dir.ca.gov/dosh/consultation.html](http://DOSHconsultation.www.dir.ca.gov/dosh/consultation.html)

## Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
  - Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
  - Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
  - Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
  - Keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.
  - Return-to-Work Criteria COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
    - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
    - COVID-19 symptoms have improved.
  - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
  - A negative COVID-19 test will not be required for an employee to return to work.
  - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
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Caleb Buckley, EdD

Executive Director

5/16/2022

2022.12.14 MINUTES

**Golden Valley Orchard**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 6550 Filbert Ave.  
Orangevale, CA , 95662-4112

**Principal:** Becky Page

**Phone:** (916)987-1490

**Grade Span:**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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## About This School

### Becky Page

Principal, Golden Valley Orchard

### About Our School

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### Contact

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Golden Valley Orchard  
6550 Filbert Ave.  
Orangevale, CA 95662-4112

Phone: (916)987-1490

Email: [bpage@goldenvalleycharter.org](mailto:bpage@goldenvalleycharter.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	San Juan Unified
<b>Phone Number</b>	
<b>Superintendent</b>	Kern, Kent
<b>Email Address</b>	<a href="mailto:kkern@sanjuan.edu">kkern@sanjuan.edu</a>
<b>Website</b>	<a href="http://www.goldenvalleycharter.org">www.goldenvalleycharter.org</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Golden Valley Orchard
<b>Street</b>	6550 Filbert Ave.
<b>City, State, Zip</b>	Orangevale, CA , 95662-4112
<b>Phone Number</b>	(916)987-1490
<b>Principal</b>	Becky Page
<b>Email Address</b>	<a href="mailto:bpage@goldenvalleycharter.org">bpage@goldenvalleycharter.org</a>
<b>Website</b>	<a href="http://www.goldenvalleycharter.org">www.goldenvalleycharter.org</a>
<b>County-District-School (CDS) Code</b>	34674470132399

Last updated: 1/13/23

## School Description and Mission Statement (School Year 2022–23)

Since its founding in 1999, Golden Valley Charter Schools has offered a unique and highly effective interdisciplinary curriculum based on a deep understanding of the developmental stages of childhood. Here, learning is embedded in storytelling, movement, arts, music and direct experience of natural phenomena. The goal is to help students develop to their highest potential so they will one day actively create and participate in a vibrant, healthy society that serves the good of all.

Mission: We nurture a passion for learning through head, heart, and hands experiences which prepare students to engage in a dynamic world

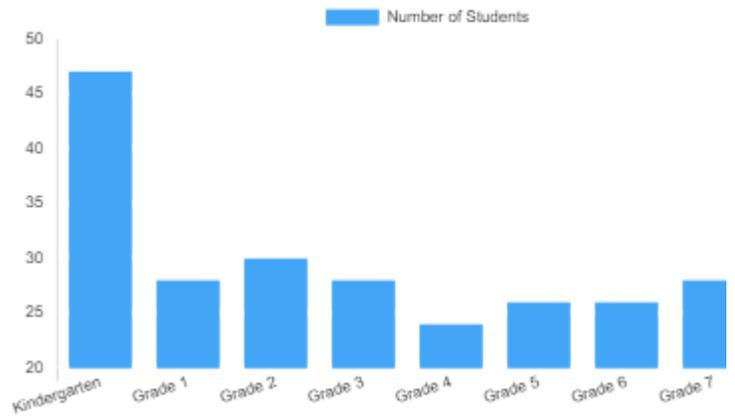
Vision: Expanding access for children and families to a community of public Waldorf Schools.

For more details please refer to the Golden Valley Charter School's 2022-2030 [Strategic Plan](#).

*Last updated: 1/13/23*

**Student Enrollment by Grade Level (School Year 2021–22)**

Grade Level	Number of Students
Kindergarten	47
Grade 1	28
Grade 2	30
Grade 3	28
Grade 4	24
Grade 5	26
Grade 6	26
Grade 7	28
Grade 8	25
Total Enrollment	262



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/13/23*

**Student Enrollment by Student Group (School Year 2021–22)**

Student Group	Percent of Total Enrollment
Female	46.00%
Male	54.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Black or African American	1.00%
Filipino	1.00%
Hispanic or Latino	15.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.00%
White	74.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.00%
Foster Youth	1.00%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disadvantaged	28.00%
Students with Disabilities	9.00%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.60	92.11	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	7.89	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	297.30	12.72	12115.80	4.41
Unknown	0.00	0.00	291.30	12.46	18854.30	6.86
Total Teaching Positions	12.60	100.00	2338.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8: Voyages in English Grammar and Writing, Loyola Press The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-5, though primary source materials are used.	No	0%
Mathematics	Grades 6-8: Math in Focus, Singapore Math, Marshall Cavendish The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of mathematics s are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-6, though primary source materials are used.	Yes	0%
Science	The LEA's instructional methodology is thematic interdisciplinary studies. Units of science are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides. The science curriculum is based on the Next Generation Science standards with the Waldorf phenomenological approach to teaching science.	No	0%
History-Social Science	The LEA's instructional methodology is thematic interdisciplinary studies. Units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0%
Foreign Language	Textbooks are not used, though primary source materials are used.	No	0%
Health	The LEA's instructional methodology is thematic interdisciplinary studies. Units of health are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0%
Visual and Performing Arts	All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.	No	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/13/23

## School Facility Conditions and Planned Improvements

Golden Valley Orchard School was inspected by San Juan Unified using the Facility Inspection Tool. The school was evaluated in the following categories: systems (gas leaks, HVAC, sewer), interior, cleanliness, electrical, restrooms, sinks/fountains, fire safety, hazardous materials, structural damage, roofs, playgrounds, and windows/doors/gates/fences. The facility was rated 99% in good repair. There were no deficiencies noted. There are no pending work orders.

Last updated: 1/13/23

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None
<b>Interior:</b> Interior Surfaces	Good	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	None
<b>Electrical:</b> Electrical	Good	None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	None
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None
<b>Structural:</b> Structural Damage, Roofs	Good	None
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

## Overall Facility Rate

Year and month of the most recent FIT report: October 2022

Overall Rating	Good
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Last updated: 1/13/23

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	43%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	30%	N/A	29%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/13/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	154	154	100.00	0.00	46.10
Female	73	73	100.00	0.00	45.21
Male	81	81	100.00	0.00	46.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	58.33
White	115	115	100.00	0.00	45.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/13/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	154	154	100.00	0.00	30.07
Female	73	73	100.00	0.00	30.56
Male	81	81	100.00	0.00	29.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	115	115	100.00	0.00	28.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	17.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/13/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Science (grades 5, 8, and high school)	N/T	29.41	--	30.55	28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/13/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	51	51	100.00	0.00	29.41
Female	26	26	100.00	0.00	23.08
Male	25	25	100.00	0.00	36.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	38	100.00	0.00	28.95
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/13/23*

**Career Technical Education (CTE) Programs (School Year 2021–22)**

N/A
-----

*Last updated: 1/13/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/13/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/13/23*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated:*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

Parent Circle Meetings – monthly

Class Meetings - twice per year or more

School Festivals - 1-2 per year

Parent Enrichment Evenings - 3 per year

LCAP Stakeholder Engagement Meetings - once per year

LCAP Parent Survey - once per year

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	--	--	--	9.60%	11.70%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	78.50%	81.60%	--	84.20%	87.00%

*Last updated: 1/13/23*

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated: 1/13/23*

**Chronic Absenteeism by Student Group**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	286	279	98	35.1
Female	132	128	46	35.9
Male	154	151	52	34.4
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	50	48	20	41.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	25	25	3	12.0
White	204	199	75	37.7
English Learners	5	5	1	20.0
Foster Youth	1	1	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	84	83	35	42.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	32	31	12	38.7

*Last updated: 1/13/23*

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.72%	3.11%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.75%	0.10%	4.48%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/13/23

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	1.75	0.00
Female	0.00	0.00
Male	3.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	1.96	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.13	0.00

*Last updated: 1/13/23*

**School Safety Plan (School Year 2022–23)**

The LEA Safety Plan will be reviewed and approved annually at a scheduled Board of Trustees meeting. The plan is reviewed by leadership, staff.

*Last updated: 1/13/23*

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		2	
1	29.00		1	
2	30.00		1	
3	24.00		1	
4	29.00		1	
5	30.00		1	
6	30.00		1	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	2	
1	29.00		1	
2	32.00		1	
3	29.00		1	
4	26.00		1	
5	28.00		1	
6	31.00		1	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2	1	
1	28.00		1	
2	30.00		1	
3	28.00		1	
4	24.00		1	
5	26.00		1	
6	26.00		1	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	.00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7917.67	\$761.80	\$7155.87	\$50074.85
District	N/A	N/A	--	\$78226.00
Percent Difference – School Site and District	N/A	N/A	--	43.80%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/13/23*

**Types of Services Funded (Fiscal Year 2021–22)**

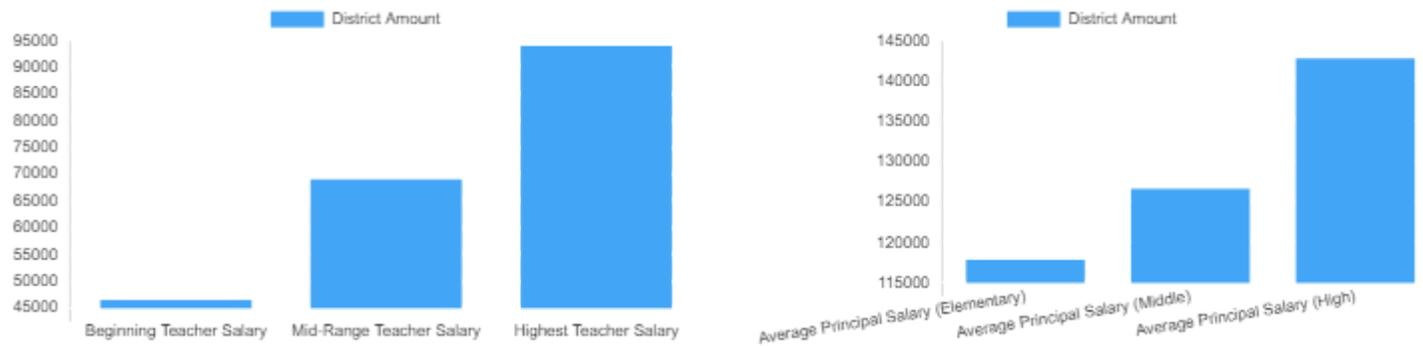
The LEA offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. Middle school students are leveled based on math ability and there are study halls provided with support teachers. The arts-integrated approach provides for multiple modalities of instruction to meet diverse learning styles and interests. These include music, handwork, gardening, drama, painting, and movement. Teachers use formative assessments to tailor interventions and create new challenges for students at grade level.

*Last updated: 1/13/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46561.00	\$51081.00
Mid-Range Teacher Salary	\$69093.00	\$77514.00
Highest Teacher Salary	\$94014.00	\$105764.00
Average Principal Salary (Elementary)	\$117870.00	\$133421.00
Average Principal Salary (Middle)	\$126658.00	\$138594.00
Average Principal Salary (High)	\$142797.00	--
Superintendent Salary	\$303841.00	\$298377.00
Percent of Budget for Teacher Salaries	3328.00%	32.00%
Percent of Budget for Administrative Salaries	556.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/13/23*

**Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

\* Where there are student course enrollments of at least one student.

*Last updated: 1/13/23*

**Professional Development**

<b>Measure</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

*Last updated: 1/13/23*

**Golden Valley River**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 9601 Lake Natoma Dr.  
Orangevale, CA , 95662-5022

**Principal:** Ryan Sutton

**Phone:** (916) 987-141

**Grade Span:**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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## About This School

### Ryan Sutton

Principal, Golden Valley River

### About Our School

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### Contact

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Golden Valley River  
9601 Lake Natoma Dr.  
Orangevale, CA 95662-5022

Phone: (916) 987-141

Email: [rsutton@goldenvalleycharter.org](mailto:rsutton@goldenvalleycharter.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	San Juan Unified
<b>Phone Number</b>	
<b>Superintendent</b>	Kern, Kent
<b>Email Address</b>	<a href="mailto:kkern@sanjuan.edu">kkern@sanjuan.edu</a>
<b>Website</b>	<a href="http://www.goldenvalleycharter.org">www.goldenvalleycharter.org</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Golden Valley River
<b>Street</b>	9601 Lake Natoma Dr.
<b>City, State, Zip</b>	Orangevale, CA , 95662-5022
<b>Phone Number</b>	(916) 987-141
<b>Principal</b>	Ryan Sutton
<b>Email Address</b>	<a href="mailto:rsutton@goldenvalleycharter.org">rsutton@goldenvalleycharter.org</a>
<b>Website</b>	<a href="http://www.goldenvalleycharter.org">www.goldenvalleycharter.org</a>
<b>County-District-School (CDS) Code</b>	34674470114983

Last updated: 1/13/23

### School Description and Mission Statement (School Year 2022–23)

Since its founding in 1999, Golden Valley Charter Schools has offered a unique and highly effective interdisciplinary curriculum based on a deep understanding of the developmental stages of childhood. Here, learning is embedded in storytelling, movement, arts, music and direct experience of natural phenomena. The goal is to help students develop to their highest potential so they will one day actively create and participate in a vibrant, healthy society that serves the good of all.

Mission: We nurture a passion for learning through head, heart, and hands experiences which prepare students to engage in a dynamic world

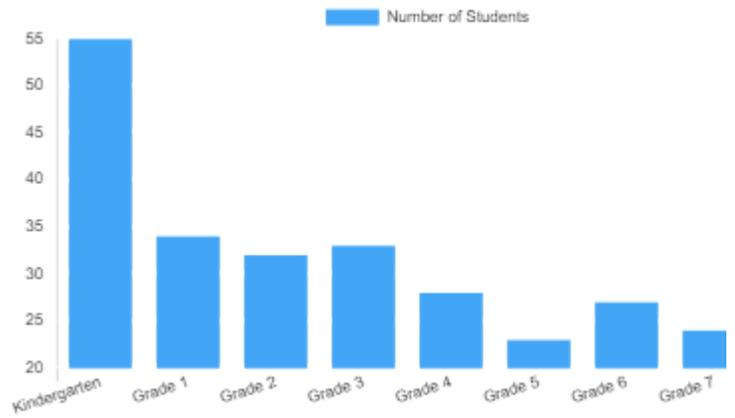
Vision: Expanding access for children and families to a community of public Waldorf Schools.

For more details please refer to the Golden Valley Charter School's 2022-2030 [Strategic Plan](#).

*Last updated: 1/13/23*

**Student Enrollment by Grade Level (School Year 2021–22)**

Grade Level	Number of Students
Kindergarten	55
Grade 1	34
Grade 2	32
Grade 3	33
Grade 4	28
Grade 5	23
Grade 6	27
Grade 7	24
Grade 8	22
Total Enrollment	278



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/13/23*

**Student Enrollment by Student Group (School Year 2021–22)**

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	1.00%
Filipino	1.00%
Hispanic or Latino	23.00%
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	3.00%
White	71.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.00%
Foster Youth	0.00%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disadvantaged	30.00%
Students with Disabilities	9.00%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.10	85.88	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	14.12	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	297.30	12.72	12115.80	4.41
Unknown	0.00	0.00	291.30	12.46	18854.30	6.86
Total Teaching Positions	14.10	100.00	2338.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.50	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8: Voyages in English Grammar and Writing, Loyola Press The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-5, though primary source materials are used.		0%
Mathematics	Grades 6-8: Math in Focus, Singapore Math, Marshall Cavendish The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of mathematics s are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-6, though primary source materials are used.	Yes	0%
Science	The LEA's instructional methodology is thematic interdisciplinary studies. Units of science are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides. The science curriculum is based on the Next Generation Science standards with the Waldorf phenomenological approach to teaching science.	No	0%
History-Social Science	The LEA's instructional methodology is thematic interdisciplinary studies. Units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0%
Foreign Language	Textbooks are not used, though primary source materials are used.	No	0%
Health	The LEA's instructional methodology is thematic interdisciplinary studies. Units of health are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0%
Visual and Performing Arts	All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.	No	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/13/23

## School Facility Conditions and Planned Improvements

Golden Valley River School was inspected by San Juan Unified using the Facility Inspection Tool. The school was evaluated in the following categories: systems (gas leaks, HVAC, sewer), interior, cleanliness, electrical, restrooms, sinks/fountains, fire safety, hazardous materials, structural damage, roofs, playgrounds, and windows/doors/gates/fences. The facility was rated 100% in good repair. There were no deficiencies noted. There are no pending work orders.

Last updated: 1/13/23

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None
<b>Interior:</b> Interior Surfaces	Good	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	None
<b>Electrical:</b> Electrical	Good	None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	None
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None
<b>Structural:</b> Structural Damage, Roofs	Good	None
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

## Overall Facility Rate

Year and month of the most recent FIT report: September 2022

Overall Rating	Exemplary
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Last updated: 1/13/23

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	43%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	17%	N/A	29%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/13/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	160	160	100.00	0.00	36.25
Female	84	84	100.00	0.00	48.81
Male	76	76	100.00	0.00	22.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	106	106	100.00	0.00	36.79
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	4.55

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/13/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	160	160	100.00	0.00	17.09
Female	84	84	100.00	0.00	13.10
Male	76	76	100.00	0.00	21.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	12.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	106	106	100.00	0.00	18.10
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	7.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/13/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
Science (grades 5, 8, and high school)	N/T	23.91	--	30.55	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/13/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	46	46	100.00	0.00	23.91
Female	23	23	100.00	0.00	34.78
Male	23	23	100.00	0.00	13.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	29.03
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/13/23*

**Career Technical Education (CTE) Programs (School Year 2021–22)**

N/A

*Last updated: 1/13/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/13/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/13/23*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated:*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

Parent Circle Meetings – monthly

Class Meetings - twice per year or more

School Festivals - 1-2 per year

Parent Enrichment Evenings - 3 per year

LCAP Stakeholder Engagement Meetings - once per year

LCAP Parent Survey - once per year

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	--	--	--	9.60%	11.70%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	78.50%	81.60%	--	84.20%	87.00%

*Last updated: 1/13/23*

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated: 1/13/23*

**Chronic Absenteeism by Student Group**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	328	313	82	26.2
Female	159	154	40	26.0
Male	169	159	42	26.4
American Indian or Alaska Native	0	0	0	0.0
Asian	6	5	0	0.0
Black or African American	3	3	0	0.0
Filipino	4	3	0	0.0
Hispanic or Latino	76	72	18	25.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	20	19	3	15.8
White	218	210	61	29.0
English Learners	7	6	3	50.0
Foster Youth	6	6	3	50.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	106	102	36	35.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	35	7	20.0

*Last updated: 1/13/23*

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.30%	3.11%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.91%	0.10%	4.48%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/13/23

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.91	0.00
Female	1.89	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

*Last updated: 1/13/23*

**School Safety Plan (School Year 2022–23)**

The LEA Safety Plan will be reviewed and approved annually at a scheduled Board of Trustees meeting.

*Last updated: 1/13/23*

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	2	
1	31.00		1	
2	28.00		1	
3	29.00		1	
4	28.00		1	
5	30.00		1	
6	27.00		1	
Other**	21.00		1	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	2	
1	31.00		1	
2	32.00		1	
3	29.00		1	
4	26.00		1	
5	24.00		1	
6	32.00		1	
Other**	27.00		1	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	3		
1	28.00		1	
2	29.00		1	
3	28.00		1	
4	26.00		1	
5	23.00		1	
6	27.00		1	
Other**	17.00	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	.00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/13/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7806.33	\$716.81	\$7089.52	\$54961.99
District	N/A	N/A	--	\$78226.00
Percent Difference – School Site and District	N/A	N/A	--	35.00%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/13/23*

**Types of Services Funded (Fiscal Year 2021–22)**

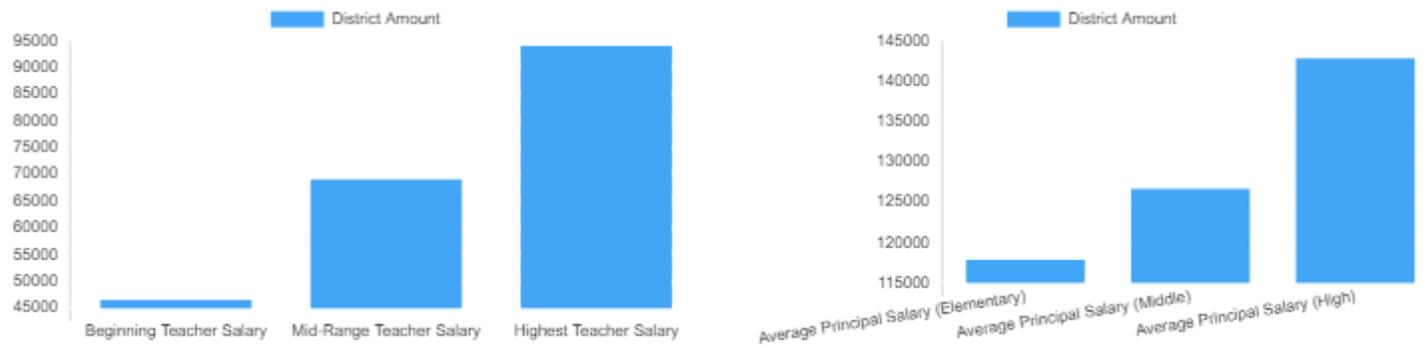
The LEA offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. Middle school students are leveled based on math ability and there are study halls provided with support teachers. The arts-integrated approach provides for multiple modalities of instruction to meet diverse learning styles and interests. These include music, handwork, gardening, drama, painting, and movement. Teachers use formative assessments to tailor interventions and create new challenges for students at grade level.

*Last updated: 1/13/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46561.00	\$51081.00
Mid-Range Teacher Salary	\$69093.00	\$77514.00
Highest Teacher Salary	\$94014.00	\$105764.00
Average Principal Salary (Elementary)	\$117870.00	\$133421.00
Average Principal Salary (Middle)	\$126658.00	\$138594.00
Average Principal Salary (High)	\$142797.00	--
Superintendent Salary	\$303841.00	\$298377.00
Percent of Budget for Teacher Salaries	3328.00%	32.00%
Percent of Budget for Administrative Salaries	556.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/13/23*

**Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

\* Where there are student course enrollments of at least one student.

*Last updated: 1/13/23*

**Professional Development**

<b>Measure</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

*Last updated: 1/13/23*

# GOLDEN VALLEY CHARTER SCHOOLS COVID-19 SAFETY PLAN

Golden Valley Charter Schools conducted a committee process for developing this plan at each site with the school principal as the main organizer. If you have questions, comments, or concerns about this plan unique to your school, please address the school principal. If you have questions regarding the overall return to school and the shared aspects of the plan, please contact the Executive Director, Caleb Buckley, EdD, [cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org)

Authors	Title
<b>Caleb Buckley, EdD</b>	Executive Director
<b>Becky Page</b>	Principal, Orchard
<b>Ryan Sutton</b>	Principal, River
<b>Ekaterina Khmelniker</b>	Covid19 Safety Committee Member
<b>Megan Mardones</b>	Covid19 Safety Committee Member
<b>Meredith Willsen</b>	Covid19 Safety Committee Member
	<b><i>Last updated 2023.01.13</i></b>



## INTRODUCTION

COVID-19 is here to stay, but we have learned methods and gained tools to decrease its impact on our health and well-being. California's schools can manage this disease in sustainable and adaptive manners. In alignment with the state's SMARTER plan, California will continue to provide resources—including COVID-19 tests and personal protective equipment—to support these goals and prevent broad disruption to in-person learning.

Additionally, many of the strategies used to address COVID-19 can protect school communities from other diseases and support healthy learning environments. In alignment with the CDC, California schools should consider the approaches described below as potential methods to also safeguard students and staff from other airborne pathogens, allergens, and pollutants (e.g., wildfire smoke).

The guidance is based on current scientific knowledge and anticipated trends. It is subject to change, as COVID-19 conditions can shift rapidly and our response in schools must remain nimble and responsive to dynamic challenges.

Golden Valley Charter Schools has worked closely with faculty, staff, parents, and community members to develop a safe, supportive, academically robust and developmentally appropriate safety plan. This plan has been informed by the following:

California Safe Schools for All Hub: <https://schools.covid19.ca.gov/>

California Department of Public Health: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

OSHA ETS: <https://www.dir.ca.gov/dosh/coronavirus/ETS.html>

**The foundational principles are ensuring access to safe and full in-person instruction for all students and keeping equity at the core of all efforts described below. In-person schooling is critical to the mental and physical health and development of our students.** This plan may be adjusted based on local conditions and mandates. All Golden Valley Schools will use Sacramento County Public Health and California Department of Public Health recommendations. Please remember that this is a fluid situation, and the plan will be revisited at regular board meetings to reflect new guidance.

Golden Valley uses a multi-layered approach of infection mitigation strategies to help contain the spread of Covid 19 within our schools. Among these mitigation strategies are Face Coverings, Optimized Ventilation, Staying Home When Sick and Getting Tested, Screening Testing, and Case Reporting, Contact Tracing, and Investigation.

## INFECTION MITIGATION STRATEGIES AT GOLDEN VALLEY

### FACE COVERINGS

Golden Valley Charter Schools (“GVCS”) follows all Sacramento County Public Health (“SCPH”) and California Department of Public Health (“CDPH”) requirements for face coverings and the COVID-19 and Safe Schools for All Hub.

Per the February 28, 2022 California Department of Public Health Memorandum:

- After March 11, 2022, the universal masking requirement for K-12 and Childcare settings will terminate. CDPH strongly recommends that individuals in these settings continue to mask in indoor settings when the universal masking requirement lifts.

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>

GVCS recognizes that there are a variety of strong feelings regarding face coverings and other health mitigation measures. GVCS follows the mandates and guidance of our public health officials, epidemiology experts, and legal counsel.

Face coverings are currently strongly recommended for individuals on school campuses and work sites. We welcome and support those who choose to follow the strong recommendation to continue to mask at our facilities.

No person will be prevented from wearing a mask as a condition of participation in any employment activity.

Masks will continue to be provided to those who desire to use them on our campuses.

The health and safety of our students and staff is our top priority. We are also committed to each student having access and equity at our schools to their public education. We expect the community to extend our core values of respectful relationships and resilience with each other in these matters.

## OPTIMIZED VENTILATION

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- HVAC system disinfected with EPA approved agent for COVID 19
- Outside air exchange rates are set to maximum levels
- Upgraded high-efficiency air filters installed
- Constant airflow programmed
- Building air flush programmed before and after school hours
- Utilizing outdoor instruction to the greatest extent possible

## STAYING HOME WHEN SICK AND GETTING TESTED

**Parents and/or caregivers are required to monitor their children** for signs of infectious illness and COVID-19 every day using the *COVID-19 SCREENING TOOL FOR CHILDREN* (see appendix). Faculty and staff are required to self-monitor for signs and symptoms of COVID-19 using the *COVID-19 SCREENING TOOL FOR ADULTS* (see appendix).

Students who have symptoms of any infectious illness or symptoms consistent with COVID-19 (using the *Covid 19 Screening Tool* (see appendix)) may not attend school in-person. All faculty and staff will refer to the *STUDENT SYMPTOM DECISION TREE* (see appendix) to determine when to send students home.

Students or staff who become ill while on campus must be isolated from others and sent home as soon as possible.

## COVID SCREENING TESTING

Effective Saturday, September 17, the State Public Health Officer Order for School Workers issued on August 11, 2021 will be rescinded and there will no longer be a testing requirement for unvaccinated school employees.

To promote safer in-person learning environments, the California Department of Public Health (CDPH), in partnership with the California COVID-19 Testing Task Force, is providing free rapid COVID-19 tests for teachers, staff and students at participating schools. Along with other safety practices such as masking, and improved ventilation, routine testing of students and staff can help school communities reduce the spread of COVID-19. Golden Valley Charter Schools is using this program for weekly screening of unvaccinated staff, student and staff testing, and individuals that experience possible COVID symptoms.

The program provides the following resources and tools:

- Antigen tests that provide results in 15-30 minutes
- Robust training for school personnel to perform on-site testing
- Use of the online platform, [Primary.Health](#) to register students for testing
  - Parent must give consent each time their student is tested
  - Parent may be present for testing or give consent on the phone
- **Symptomatic testing:** Individuals with symptoms of COVID19, either at home or at school, are required to stay home and isolate in case they are infectious. The individual may return to school in the case of a negative test for SARS-CoV-2 **and** 24 hours after fever is resolved and symptoms are improving.
- **Response testing:** When a case has been identified in a given stable group, symptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2 are recommended to be tested.

Orchard Safety Officer: Becky Page  
Email: [bpage@goldenvalleycharter.org](mailto:bpage@goldenvalleycharter.org)  
Phone: 916-987-1490

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

River Safety Officer: Ryan Sutton  
Email: [rsutton@goldenvalleycharter.org](mailto:rsutton@goldenvalleycharter.org)  
Phone: 916-987-6141

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

## CASE REPORTING, CONTACT TRACING, AND INVESTIGATION

Each school Safety Officer, in coordination with GVCS Human Resources, is responsible for training staff and families on the application and enforcement of the school safety plan. Training will include expectations for student, staff, and parent behavior. The Safety Officer is responsible for responding to COVID-19 concerns.

Golden Valley Charter Schools will initiate contact tracing when there is a confirmed case of COVID-19. Each school site has a designated staff person to support contact tracing. The designated contact tracer has completed the [Johns Hopkins COVID-19 online contact tracing course](#). If positive cases in the school community are identified, contract tracing staff will work with the county health department to identify contacts and determine appropriate course of action, such as quarantine, testing, and notifications.

Orchard Safety Officer and Contact Tracer: Becky Page

Email: [bp@goldenvalleycharter.org](mailto:bp@goldenvalleycharter.org)

Phone: 916-987-1490

Becky Page has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

Confirmed cases of COVID-19 are reported to Sacramento County Public Health as required by CDPH or SCPH, 916-661-7331.

River Safety Officer and Contact Tracer: Ryan Sutton

Email: [rsutton@goldenvalleycharter.org](mailto:rsutton@goldenvalleycharter.org)

Phone: 916-987-6141

Ryan Sutton has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

Confirmed cases of COVID-19 are reported to Sacramento County Public Health as required by CDPH or SCPH, 916-661-7331.

## CLEANING AND DISINFECTION

Protocols for cleaning and disinfecting the school site have been established. This includes regular cleaning schedules using EPA-approved cleaning products, descriptions of how shared surfaces will be regularly cleaned and disinfected, and how use of shared items will be minimized.

- A daily cleaning schedule has been developed to follow the path of student space usage. The school buildings, while not in use as daily classrooms, will be cleaned daily using the San Juan EPA approved cleaning protocols during the time of COVID-19. We will be using child-safe and ecologically friendly products that meet State and licensing guidelines.
- Daily janitorial services will use stringent cleaning practices during the day while deep disinfection of the full campus will be conducted each evening.
- **In the event of a positive Covid case has been identified:** The classroom and all spaces where case spent significant time will be deep cleaned and disinfected using enhanced cleaning protocols and using approved disinfecting/cleaning protocols during the time of COVID-19. Disinfection will be done when students are not present.

## HEALTHY HYGIENE PRACTICES

Golden Valley Charter Schools will promote healthy hygiene practices that incorporates handwashing and hand sanitizing into routines. Students and staff should wash their hands:

- when entering school/class
- before and after eating
- after coughing or sneezing
- after using the restroom
- periodically throughout the day

## THE WHOLE COMMUNITY

### VISITORS, VOLUNTEERS & GATHERINGS

**Visitor** (defined) - A visitor is any person who is on campus other than a student, staff, or volunteer. Examples include: being on campus to complete a task or business such as dropping off or picking up their children; dropping off or picking up paperwork; attending a parent teacher conference; attending an event such as a class play; etc.

**Volunteer** (defined) – For the purposes of this Covid Safety Plan, a volunteer is an extension of employees of the school to deliver the program to the students. Volunteers will follow the same vaccination and testing protocols as an employee of the school. Volunteers are on campus for a specific purpose, known to the class teacher or principal, and signed in at the office. They will also wear a badge or name tag provided by the school.

Effective Saturday, September 17, the State Public Health Officer Order for School Workers issued on August 11, 2021 will be rescinded and there will no longer be a testing requirement for unvaccinated school employees.

Gatherings will follow current guidance from California Department of Public Health and/or Sacramento County Public Health (SCPH). As of March 31, 2022, there will be no gatherings larger than 1000 people.

### SCHOOL-BASED EXTRACURRICULAR ACTIVITIES

The requirements and recommendations in this guidance apply to all extracurricular activities that are operated or supervised by schools, and all activities that occur on a school site, whether they occur during school hours, including, but not limited to, sports, band, chorus, plays, meetings, festivals, and clubs.

Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:

- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.

- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

## FIELD TRIPS

All field trips must meet the safety criteria of Golden Valley Charter Schools (“GVCS”), California Department of Education (“CDE”), and California Department of Public Health (“CDPH”). Field trips are approved on a case-by-case basis by the school administrator.

## INDEPENDENT STUDY

Any student may request up to 15 days by filling out a request form in the school office or through registration at the central office.

## AFTERCARE

Golden Valley Charter Schools will offer childcare according to -guidance by CDPH and SCPH (Eagle’s Nest, After Care, Before Care).

In the Eagles Nest Program, students are mostly outdoors. Students in the program will be mixed with students from other classes and will be allowed to eat and drink. Students at school fall under school guidelines when in aftercare and do not fall under "Child Care Center" guidelines which are made for a different setting.

## **SPECIAL EDUCATION**

Golden Valley Charter Schools will continue to implement education support and IEP accommodations while following all health and safety guidelines. All assessments will take place in person. IEP accommodations and services are implemented during the school day following public health guidance. Contracted and in-house service providers will conduct observations in the classrooms following current guidelines.



## RESOURCES

### COVID-19 GENERAL INFORMATION

[Exposure Risk \(CDC\)](#)

[Glossary of Key Terms \(CDC\)](#)

[Symptoms \(CDC\)](#)

[Screening K-12 Students for Symptoms of COVID-19 \(CDC\)](#)

### SACRAMENTO COUNTY INFORMATION AND RESOURCES

[COVID-19 Dashboards \(SCPH\)](#)

[COVID-19 Community Testing Sites in Sacramento County](#)

[Sacramento County COVID-19 Website](#)

[Sacramento County COVID-19 Schools Page](#)

[Sacramento County Public Health Orders](#)

[School Year Planning: A Guide to Address the Challenges of COVID-19 \(SCOE\)](#)

### ISOLATION AND QUARANTINE

[Home Isolation for People with COVID-19 \(SCPH\)](#)

[Home Quarantine Guidance for Close Contacts to COVID-19 \(SCPH\)](#)

[Quarantine vs. Isolation \(CDC\)](#)

[Sacramento County Public Health General Quarantine Orders](#)

[Sacramento County Public Health General Isolation Orders](#)

### CONTACT TRACING

[Johns Hopkins Online Contact Tracer Training](#)

### QUESTIONS?

**Sacramento County Public Health**

(916) 661-7331

COVID19@saccounty.net

# APPENDIX

## COVID-19 SCREENING TOOL FOR ADULTS

Before coming to campus each day, adults should screen themselves for symptoms of illness by answering the following questions.

- Do you have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Do you have a loss of smell or taste?
- Do you have a cough?
- Do you have muscle aches?
- Do you have a sore throat?
- Do you have congestion or a runny nose?
- Do you have shortness of breath?
- Do you have chills?
- Do you have a headache?
- Have you experienced any new gastrointestinal symptoms such as nausea, vomiting, diarrhea, or loss of appetite in the last few days?
- Have you, or anyone you have been in close contact with, been diagnosed with COVID-19 or placed in quarantine for possible exposure to COVID-19 within the last two weeks?
- Have you been asked to isolate or quarantine by a medical professional or a local public health official in the last two weeks?

## COVID-19 SCREENING TOOL FOR CHILDREN

Before coming to campus each day, children should be screened for symptoms of illness by answering the following questions.

- Does the child have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Does the child have a sore throat?
- Does the child have a new uncontrolled cough that causes difficulty breathing (for children with chronic allergic/asthmatic cough, a change in their cough from baseline)?
- Does the child have diarrhea or vomiting?
- Does the child have new onset of severe headache, especially with a fever?









## COVID-19 GUIDANCE FOR CHILDREN/STUDENTS AT CHILD CARE, PRE-SCHOOL, AND K-12 SCHOOLS

### CHILD/STUDENT WITH NEW SYMPTOMS OF ILLNESS

Children/students with symptoms of illness should stay home and test for COVID-19.

- If test is negative, may return if at least 24 hours have passed since fever and symptoms have improved significantly.
- If test is positive, stay at home for 5 days. Isolation can end after Day 5 if symptoms are not present or are resolving and a diagnostic specimen collected on Day 5 or later tests negative. Consistent use of a well fitted face mask while indoors at child care/school is strongly recommended through Day 10. If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after Day 10.

### CHILD/STUDENT EXPOSED TO PERSON WITH COVID-19 IN ANY SETTING

If potential exposure occurs at a school setting, parents/caregivers should be notified of the potential exposure.

Children/students with exposure to someone with COVID-19 may continue to take part in all aspects of child care or schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19. This includes children/students who have continuous household exposure (live with someone who has COVID-19). It is strongly recommended that exposed children/students wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure, if not already doing so unless they are under age 2. It is recommended that the individual test for COVID-19 5 days after the exposure.

### CHILDREN/STUDENTS WHO HAVE TESTED POSITIVE FOR COVID-19 IN THE PAST 30 DAYS

Asymptomatic children/students that have tested positive for COVID-19 within the past 30 days are not required to quarantine or test for COVID-19 in response to a new COVID-19 exposure. However, if a child develops new symptoms after being exposed to COVID-19, they should quarantine and test.

### REPORTING OUTBREAKS TO SCPH

#### Elementary Schools, Pre-Schools, & Child Care (Single Classroom Cohort)

For schools/grades where students are primarily with the same classroom cohort (e.g. elementary school, pre-school, child care), schools should report outbreaks to SCPH using the [online outbreak reporting module](#) when:

- At least 3 students in a classroom cohort are suspected, probable, or confirmed to have COVID-19 within a 14-day period.
- OR
- At least 10% of the school population are suspected, probable, or confirmed to have COVID-19 within a 14-day period.

12/01/2022



**Middle/High Schools (Multiple Classroom Cohorts)**

For schools/grades where students are part of numerous classroom cohorts (e.g. middle and high school), schools should report outbreaks to SCPH using the [online outbreak reporting module](#) when:

- At least **10%** of a grade level is suspected, probable, or confirmed to have COVID-19 within a 14-day period.  
OR
- At least **10%** of the school population is suspected, probable, or confirmed to have COVID-19 within a 14-day period.

12/01/2022



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## COMMUNICATIONS TEMPLATES FOR K-12 SCHOOLS

### SACRAMENTO COUNTY PUBLIC HEALTH

The following pages include sample letters for communicating with families and/or staff regarding COVID-19 cases or exposures at school. Note that every scenario is unique and these templates are provided only as guides for some common scenarios. Schools and school districts should tailor their communications for their specific situations.

#### SAMPLE LETTER

This message is to inform you that your child in (INSERT CLASS) may have been exposed to an individual diagnosed with COVID-19. Exposure could have occurred on (INSERT DATE).

##### Covid-19 Information from Sac County Public Health Decision Tree

- Students may continue to attend school as long as they do not develop symptoms of illness.
- It is strongly recommended that exposed students wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure, which would be through (INSERT DATE).
- It is recommended that students test for Covid-19 five (5) days after the exposure which is on (INSERT DATE). Test sooner if symptoms develop.
- If you would like to test your student, you may bring your student to the office or use a home test. Home tests are available in the office.
- If your child develops symptoms of COVID-19 or tests positive for COVID-19, please ensure they isolate at home immediately and notify us right away at (INSERT PHONE).

We encourage you to contact us with questions and concerns. Please call the school at (INSERT PHONE) with your question.

Please be assured that we are committed to facilitating an optimal learning experience ensuring the safety of our students and staff.

Thank you

[Site Administrator/Teacher]

[School Name]

**2021-2022 GVC COVID-19 CONTACT TRACING PLAN 2022.04.06**  
**GVC COVID-19 REPORTING & CONTACT TRACING FORM**

Schools (including daycare, childcare, and K-12) should:

- Report cases of confirmed COVID-19 in students or staff to Sacramento County Public Health by any method required.
- Follow Sacramento County Public Health guidance after identification of a student or staff with confirmed COVID-19

School Site/Location: \_\_\_\_\_

School Point of Contact & Phone Number: \_\_\_\_\_

**POSITIVE PATIENT INFORMATION**

<b>Student/Staff Name:</b> (Last, First)		<b>Date of Birth:</b>	<b>Sex:</b>
			<input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Home Address:</b>		<b>City, Zip Code:</b>	<b>Phone #:</b>
<b>Race:</b>		<b>Ethnicity:</b>	<b>Teacher(s) and/or Room Location:</b>
<input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/> Unknown		<input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic	
<b>Date of Illness Onset:</b>	<b>Date of Last Attendance:</b>	<b>COVID-19 + Test Date:</b>	<b>COVID-19 Symptoms:</b> (if yes, please list)
			<input type="checkbox"/> Yes <input type="checkbox"/> No

**COMPLETE LIST OF CLOSE CONTACTS OF PATIENTS COVID-19 SAFETY PLAN – BOT 2022.04.06**

1. For COVID-19, a [close contact](#) is
2. contact is defined as sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period (for example, three separate 5-minute exposures) during an infected person’s infectious period.  
starting **from 2 days before** illness onset.

Contact Name	Location	Phone #	Relation to Positive Case	Duration of Contact More Than 15 min <u>AND</u> Distance Between Contact Less Than 6 ft.?	COVID-19 Symptoms Y/N (If yes, list)	COVID-19 Test Y/N (if yes, date)	COVID-19 Test Results Date, Pos/Neg	Date Notified by School Contact Tracer Team
SAMPLE: Mrs. Franklin	Room 1	555-555-5555	Teacher	Y	N	Y 9/22/20	N eg 9/24/20	
SAMPLE: Jimmy Lee	Room 1	555-555-5555	Student	Y	Y Fever 101	Y 9/22/20	P pos 9/24/	

			2021-2022	GVCS COVID-19 SAFETY PLAN – BOT	2022.04.06	2	
						0	



# COVID-19 Prevention Program (CPP) for Golden Valley Charter Schools (OSHA)

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

**Date: August 5, 2021**

## **Authority and Responsibility**

**Caleb Buckley, EdD, Executive Director**, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

## **Identification and Evaluation of COVID-19 Hazards**

We will implement the following in our workplace:

- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

## **Employee participation**

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by participation in weekly meetings to discuss safety issues and reporting concerns to the site principal. If resolution is not received at the school site, human resources will be notified by the site principal.

## **Employee screening**

We screen our employees by:

- Following all CDPH guidelines regarding self-monitoring
- Requiring all staff to self-monitor using the *COVID19 SCREENING TOOL FOR ADULTS*
  - Located in the [Orchard Covid Prevention Plan](#)
  - Located in the [River Covid Prevention Plan](#)
- The school site Safety Officer will oversee Covid-19 Surveillance Testing of all staff members

## Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented and corrected in a timely manner based on the severity of the hazards, as follows:

- Site principals will document and correct all reports of unsafe/unhealthy conditions.

## Control of COVID-19 Hazards

### Face Coverings

Cal/OSHA has aligned workplace mask requirements with general mask guidance from the CDPH.

- **Masks are strongly recommended indoors.**
  - In outbreaks, all employees must wear masks indoors and outdoors when six feet of physical distance cannot be maintained.
- **Masks are not required outdoors** (except during outbreaks). Workers should be trained for outdoor use of face coverings.
- **Golden Valley will provide unvaccinated employees with NIOSH-certified respirator masks** for voluntary use when:
  - Working indoors, or
  - In a vehicle with others.

GVCS recognizes that there are a variety of strong feelings regarding face coverings and other health mitigation measures. GVCS follows mandates and guidance our public health officials, epidemiology experts, and legal counsel.

Face coverings are currently strongly recommended for individuals on school campuses and work sites.

We welcome and support those who choose to follow the strong recommendation to continue to mask at our facilities.

No person will be prevented from wearing a mask as a condition of participation in any employment activity.

Masks will continue to be provided to those who desire to use them on our campuses.

We expect the community to extend our core values of respectful relationships and resilience with each other in these matters.

### Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- River and Orchard
  - HVAC system disinfected with EPA approved agent for COVID 19
  - Outside air exchange rates are set to maximum levels
  - Upgraded high-efficiency air filters installed
  - Constant airflow programmed
  - Building air flush programmed before and after school hours

## **Cleaning and disinfecting**

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Full disinfecting of all work areas the employee entered.

## **Shared tools, equipment and personal protective equipment (PPE)**

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by **using appropriate wipes**.

### Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Evaluated handwashing facilities.
- Encourage and allow time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e., methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.
- Post signage on proper handwashing techniques in all bathrooms.

## **Personal protective equipment (PPE) used to control employees' exposure to COVID-19**

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

## Investigating and Responding to COVID-19 Cases

Employees who had potential COVID-19 exposure in our workplace will be:

- Notified by the Site Safety Officer.
- Provided no-cost Covid19 testing during working hours.
- Provided with information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below.

**If an employee tests positive for COVID:**

1. **The employee must isolate until Day 5 (from date of symptom onset or positive test whichever began first).**
2. **On day five, the employee can test to return to work. Testing on Day 5 is permitted as long as the staff member has been fever-free for 24 hours without fever-reducing medication and all other symptoms are improved.**
  - a. **If test is negative, the employee may return to work on Day 6, but must wear a mask through Day 10.**
  - ~~b. **If an employee tests positive, the employee must remain in isolation through Day 10 (return to work on Day 11).**~~
  - c. **If an employee refuses to mask or test, they must remain home through Day 10 (return on Day 11).**

**If an employee is identified as a close contact:**

1. **Asymptomatic employees:**
  - a. **Must test 3-5 days after last date of close contact.**
  - b. **Employees that have tested positive in the last 30 days do not have to test as long as they remain asymptomatic.**
  - c. **The employee must wear a mask for 10 days.**
  - d. **Employees that refuse to wear a mask or test must quarantine at home and may return to work on Day 11 after last contact.**
2. **Symptomatic employees:**
  - a. **May return to work after day 5 if symptoms are not present and a negative COVID test is collected.**
  - b. **If an employee is unable to test or refusing to test, the employee may return to work after day 10.**

**Employees that return after Day 5 must wear a mask until after Day 10.**

## System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- That employees can report symptoms and hazards without fear of reprisal.
- Employees should report COVID-19 symptoms and possible hazards to the Site Safety Officer/school principal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing: please see the list of testing sites in the community.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. **Educators receive free Covid-19 testing.**
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

## Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  - COVID-19 is an infectious disease that can be spread through the air.
  - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

## Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by **direct communication from HR.**
- Providing employees at the time of exclusion with information on available benefits.

## What Employers and Workers Need to Know about COVID-19 Isolation & Quarantine

November 9, 2022

This fact sheet provides employers and workers not covered by the [Aerosol Transmissible Diseases standard](#) with information on when and for how long workers must be excluded from the workplace if they test positive or are exposed to someone who has COVID-19. The chart below reflects the new California Department of Public Health (CDPH) isolation and quarantine periods guidance from June 9, 2022 and the third re-adoption of the Cal/OSHA COVID-19 Prevention Emergency Regulation effective May 5, 2022.

More information is available on [Cal/OSHA's ETS FAQs](#) and [CDPH's Isolation and Quarantine Guidance](#).

Employees who test positive for COVID-19 must be excluded from the workplace as described in Table 1. For employees who had a close contact, employers must review [CPDH guidance](#) and implement quarantine and other measures in the workplace to prevent COVID-19 transmission in the workplace. Please refer to table 2 and table 3 below for CDPH quarantine guidance after close contact.

Where the tables below refer to action to be taken on a specified day (e.g., "day 5" or "day 10"), day 1 is the first day following the onset of symptoms or, if no symptoms develop, the day following the first positive test.

**Table 1: Exclusion Requirements for Employees Who Test Positive for COVID-19**

<p>Requirements apply to <b>all</b> employees, regardless of vaccination status, previous infection, or lack of symptoms.</p>	<ul style="list-style-type: none"> <li>• Employees who test positive for COVID-19 must be excluded from the workplace for at least 5 days after start of symptoms or after date of first positive test if no symptoms.</li> <li>• Isolation can end and employees may return to the workplace after day 5 if symptoms are not present or are resolving, <b>and</b> a diagnostic specimen* collected on day 5 or later tests negative.</li> <li>• If an employee's test on day 5 (or later) is positive, isolation can end and the employee may return to the workplace after day 10 if they are fever-free for 24 hours without the use of fever-reducing medications.</li> <li>• If an employee is unable to or choosing not to test<sup>1</sup>, isolation can end, and the employee may return to the workplace after day 10 if they are fever-free for 24 hours without the use of fever-reducing medications.</li> <li>• If an employee has a fever<sup>2</sup>, isolation must continue and the employee may not return to work until 24 hours after the fever resolves without the use of fever-reducing medications.<sup>3</sup></li> <li>• If an employee's symptoms other than fever are not resolving, they may not return to work until their symptoms are resolving or until after day 10.</li> <li>• Employees must wear face coverings around others for a total of 10 days. Please refer the FAQs regarding face coverings for additional information.</li> </ul> <p>*Antigen test preferred.</p>
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<sup>1</sup> An employer may require a test. More information is available in the [Department of Fair Employment and Housing FAQ](#).

<sup>2</sup> A fever is a measured body temperature of 100.4 degrees Fahrenheit or higher.

<sup>3</sup> A fever resolves when 24 hours have passed with no fever, without the use of fever-reducing medications.

**Table 2: CDPH Guidance for Close Contacts – Employees Who Are Exposed to Someone with COVID-19. (Applies to All Employees Except Those in High-Risk Settings)**

<p>For employees who are <b>asymptomatic</b>. Applies to all employees, regardless of vaccination status.</p>	<ul style="list-style-type: none"> <li>Exposed employees must test within three to five days after their last close contact. Persons infected within the prior 90 days do not need to be tested unless symptoms develop.</li> <li>Employees must wear face coverings around others for a total of 10 days after exposure. Please refer to the FAQs on face coverings for additional information.</li> <li>If an exposed employee tests positive for COVID- 19, they must follow the isolation requirements above in Table 1.</li> <li>Employees are strongly encouraged to get vaccinated and boosted</li> </ul>
<p>For employees who are <b>symptomatic</b>. Applies to all employees, regardless of vaccination status.</p>	<ul style="list-style-type: none"> <li>Symptomatic employees must be excluded and test as soon as possible. Exclusion must continue until test results are obtained.</li> <li>If the employee is unable to test or choosing not to test, exclusion must continue for 10 days.</li> <li>If the employee tests negative and returns to work earlier than 10 days after the close contact, the employee must wear a face covering around others for 10 days following the close contact.</li> <li>CDPH recommends continuing exclusion and retesting in 1-2 days if testing negative with an antigen test, particularly if tested during the first 1-2 days of symptoms.</li> <li>For symptomatic employees who have tested positive within the previous 90 days, using an antigen test is preferred.</li> </ul>

**Table 3: CDPH Guidance for Close Contacts – Specified High-Risk Settings**

<p>Applies to employees who are:</p> <ul style="list-style-type: none"> <li>Unvaccinated, OR</li> <li>Not fully vaccinated, OR</li> <li>Vaccinated and booster-eligible but have not received a booster dose, AND</li> <li>Not infected with SARS-CoV-2 within the prior 90 days.</li> </ul> <p>AND who work in the following high-risk settings:</p> <ul style="list-style-type: none"> <li>Homeless shelters*</li> <li>Emergency shelters</li> <li>Cooling and heating centers</li> <li>Long term care settings &amp; adult and senior care facilities*</li> <li>Local correctional facilities and detention centers*</li> <li>Healthcare settings*</li> </ul> <p>* Please note that some employees in these high-risk settings are covered by the Aerosol Transmissible Diseases standard (section 5199) and are subject to different requirements. Please see the Scope of Coverage section of the FAQ for additional information.</p>	<ul style="list-style-type: none"> <li>Exposed employees must be excluded from work for at least five days after the last known close contact.</li> <li>Exclusion can end and exposed employees may return to the workplace after day 5 if symptoms are not present and a diagnostic specimen collected on day 5 or later tests negative.</li> <li>If an employee is unable to test or choosing not to test, and symptoms are not present, work exclusion can end and the employee may return to the workplace after day 10.</li> <li>Employees in these settings must wear a face covering while indoors and around others in accordance with CDPH's universal masking guidance.</li> <li>Employees are strongly encouraged to get vaccinated or boosted.</li> <li>If employees develop symptoms after returning to work, they must be excluded from the workplace and test as soon as possible. If employees test positive, they must follow the isolation requirements in Table 1.</li> </ul>
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### Commonly Asked Questions

#### When are workers eligible for exclusion pay if exposed to COVID-19?

When workers are required to be excluded from work due to work-related COVID-19 exposure, they must be paid exclusion pay. Workers should speak with their employers about available exclusion pay. Some exceptions apply, for example if the worker can work from home, or they are receiving disability pay or Workers' Compensation Temporary Disability Payments.

#### What does CDPH guidance require if a worker was exposed to COVID-19 but tests are not available?

If a worker in a non-high-risk setting cannot be tested as required but never develops symptoms, the worker may continue to work but must wear a face covering for 10 days after the close contact. If the worker works in a high-risk setting, they should continue isolation for 10 days, as explained in the table.

This guidance is an overview, for full requirements see Title 8 sections [3205](#), [3205.1](#), [3205.2](#), [3205.3](#), [3205.4](#)

#### Update History

- January 19, 2022 – Updated to clarify this fact sheet does not apply to workplaces covered by the Aerosol Transmissible Diseases Standard.
- May 6, 2022 – Updated to align with new CDPH guidance for general population and adding high-risk settings.
- November 9, 2022 – Updated to add vaccinated and booster-eligible but not yet boosted to the list of workers who must be excluded in high-risk settings after close contact. Also made edits to align with CDPH guidance.



For assistance with developing a COVID-19 Prevention Program, employers may contact Cal/OSHA Consultation Services at 1 800 963 9424 or [InfoCons@dir.ca.gov](mailto:InfoCons@dir.ca.gov)

For Consultation information or publications, access the following link or copy the site address:  
[DOSHconsultation www.dir.ca.gov/dosh/consultation.html](http://DOSHconsultation.www.dir.ca.gov/dosh/consultation.html)

## Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
  - Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
  - Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
  - Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
  - Keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.
  - Return-to-Work Criteria COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
    - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
    - COVID-19 symptoms have improved.
  - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
  - A negative COVID-19 test will not be required for an employee to return to work.
  - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
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Caleb Buckley, EdD

Executive Director

5/16/2022



SEPTEMBER 2022

NO. 22-05

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## Public Meeting Management and Recent Brown Act Updates

This term, the legislature enacted—and the Governor recently signed—two separate bills that provide additional tools for local public agencies to use with issues related to both public and board member participation in public meetings. Both go into effect on January 1, 2023.

The first, Senate Bill 1100, added Section 54957.95 to the Government Code, authorizing the presiding member of a local public agency or their designee to remove any individual for disrupting a public meeting after a warning and continued disruption. The second, AB 2449, signed this week, provides an additional option for individual board member remote videoconference meeting participation through December 31, 2025, for just cause and/or when confronted with emergency circumstances.

### Handling Meeting Disruptions

#### *Senate Bill 1100*

Many local public agencies have been grappling with difficult and repeated disruptions to their meetings, often seriously impacting the agency's meaningful ability to efficiently and effectively conduct the public's business. Although it has long been a misdemeanor to willfully disrupt a public meeting ([Penal Code section 403](#)) and agencies have always been empowered with the ability to adopt reasonable regulations to ensure the orderly conduct of meetings, SB 1100 provides those presiding over public meetings with a very specific standard to enforce and a clear right to remove those engaging in continued, willfully disruptive behavior after requests to stop.

#### *The New Law:*

Specifically, Government Code section 54957.95 has been added to provide that after the presiding member of the board (or designee) warns an individual that their behavior is disrupting the meeting and that person fails to promptly stop the disrupting behavior, the presiding official or designee may remove that individual from the meeting. For purposes of this law, "disrupting" has been defined as engaging in behavior during the meeting that **actually** disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting, including but not limited to:

- Failing to comply with reasonable and lawfully adopted meeting conduct regulations
- Engaging in behavior that constitutes either (1) use of force or (2) a true threat of force

"True threat of force" means a threat that has sufficient signs of intent and seriousness, that a reasonable person would perceive to be an actual threat to use force by the individual making the threat.

Existing law protects the public's right to access the meetings of public agencies and to provide comment on matters of the agency's business, including the right to disagree with and/or criticize the agency's policies,

procedures, programs and/or services, as well as the acts or omissions of the board itself. (Gov. Code § 54954.3.) As such, care must be taken to ensure that members of the public are provided the opportunity to attend meetings and address the board, which often requires tolerating angry, heated, and potentially even hostile comments. However, as this new law makes clear, boards are not required to tolerate threats of force or violence, or members of the public who refuse to relinquish the microphone or who prevent others from exercising their rights.

*Implementation:*

To this end, boards should consider conducting governance workshops and/or placing an item on the regular agenda to discuss this new law, as soliciting feedback and guidance from members of their board and community regarding implementation and enforcement as well as what disruption and threat of force mean in this context, are well-advised. Boards will also want to work to answer key questions such as:

- *Who will be responsible for warning a person if their behavior is disruptive?*
- *What information will be provided to the public generally as well as individuals specifically of the potential consequences of continued disruption?*
- *Will it be the board president or a designee who ultimately decides to remove a person?*
- *Who will be responsible for physically removing the person, agency security personnel, a School Resource Officer (SRO), a law enforcement officer from an outside agency, a school administrator, someone else?*

Communications with local law enforcement regarding their requested role, if any, will also be especially critical, as the enforcement right lies with the agency itself and is not framed as a criminal act.

*Q: So what should we do to inform our community members of the existence of this law and the possibility of removal for willful disruption of our meetings?*

Again, it is critical that boards communicate clearly with their stakeholders because they do not want to be in a position where their board president or other official is faced with removing a member of the public from a meeting when that possibility has not already been clearly explained to the community in general or those in attendance specifically. This type of notice, in addition to the governance workshops or agenda item discussions noted above, can take many forms including:

- Amending existing—or adding new—policies, regulations, board bylaws, and/or governance handbooks to describe with greater specificity *why*, *when* and *how* a person may be removed from a public meeting and publishing those to the agency's website;
- Including a public notice of the new law and the agency's related policies and/or practices in agency newsletters and on meeting agendas, including placement of a general warning at the top of all meeting agendas about the prohibition against disrupting a public meeting and the removal procedures if disrupting behavior is not promptly ceased upon warning; and
- Reading aloud the agency's agreed-upon participation norms and speaker procedures at the beginning of all public meetings, perhaps immediately prior to hearing public comments, along with consequences for noncompliance.

Then, should a member of the public engage in disruptive behavior and refuse or fail to cease the disruptive conduct, those in attendance will understand what is happening, why it is happening, and the related legal authority of the pertinent agency official(s) involved. Accordingly, we also recommend training board members, as well as spokespersons and public information officers, with regard to the handling of disruptions when they occur, including how to articulate what the person's behavior was that actually "disrupted" the meeting, the warnings that were provided, and how removal was accomplished so that the board could move forward to get its necessary work done.

Each individual case will likely be unique. Agency officials should thus consult with legal counsel to decide if and how best to implement this new law to ensure that the public continues to be able to meaningfully participate in the democratic process of local board meetings, while at the same time permitting the agency to actually accomplish the work it must complete on behalf of the public it serves.

## **Board Member Exigencies and Remote Meeting Attendance** *Assembly Bill 2449*

With the current legislation—enacted during the pandemic exempting local agency boards from many of the general tele/videoconferencing rules during declared states of emergency or when public health recommends social distancing—set to expire on December 31, 2024, the legislature recently passed and the Governor just signed AB 2449, new legislation which will provide individual board members and agencies with some additional flexibility when it comes to remote meeting participation.

AB 2449 adds a new process whereby individual board members may request to participate in local agency meetings remotely starting January 1, 2023 through December 31, 2025 based on the board member's own ***emergency needs*** or for other identified ***just cause*** if both the individual member and the local legislative body comply with certain procedural requirements, which generally include notice, board action to approve requests, and certain board member and public electronic and in-person meeting requirements.

Specifically, ***all of the following*** requirements must be satisfied ***before*** a board member will be permitted to participate remotely:

### *Agency requirements:*

1. The meeting for which remote attendance is being requested has at least a quorum of its members participating in person, from a publicly accessible, singular location within the agency's jurisdiction, which is identified on the posted agenda.
2. For the meeting itself, the local agency must provide:
  - a two-way audiovisual platform of the meeting; and/or
  - a two-way telephonic service and a live webcasting of the meeting.
3. The agenda/notice of the teleconferenced meeting must include instructions regarding how the public may access the meeting electronically, including how they may offer public comment. Notably, public comments must be able to be accepted in real time (the agency cannot require submission of comments in advance).
4. The agenda must provide for an opportunity for all persons to attend and address the board directly through ***all*** of the following:
  - a call-in option;
  - an internet-based service option; and
  - in-person at the location of the meeting.
5. The agency must ensure that any and all business at the meeting is immediately halted in the event remote (e.g. call-in and/or internet-based service) service is disrupted/interrupted, which interruption prevents receipt of public comments
6. The board must formally vote to approve the request.

### *Board member requirements:*

1. The board member seeking to participate remotely must notify the rest of the board of their need (emergency circumstance or just cause) at the earliest possible opportunity.

2. At the time the request is made, the board member requesting remote participation must provide the board with a general description of the qualifying circumstances creating the emergency/just cause. (Note that this requirement does not mandate disclosure of any confidential medical information and need not be more than 20 words in length.)

As for timing, the bill requires requests for remote participation to be made sufficiently in advance of the meeting so as to allow the matter to be properly agendized for formal board action. However, as emergencies and their impacts on members, by definition, are not always known in time to get requests properly agendized, the bill permits board action on last minute requests to occur at the beginning of the meeting for which remote attendance is requested, without a specifically listed agenda item, if the situation giving rise to the need was not known in time to be agendized.

Then, if approved by formal action of the rest of the board, the member participating remotely must:

1. Publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member's relationship with any such individuals; and
2. Ensure their meeting participation using *both* visual and audio technology.

In other words, unless the member participating remotely can ensure that the public can both see and hear them in real time, they will not be authorized to continue to remotely participate.

*Q: What constitutes an "emergency" or "just cause" for purposes of this Brown Act flexibility?*

The legislature specifically defined emergency circumstances to mean a "physical or family medical emergency that prevents a member from attending in person."

"Just cause" is defined as a childcare or caregiving need, a contagious illness, physical or mental disability not otherwise accommodated by existing processes, or travel on official agency (or other state or local agency) business.

*Q: Are there any limits to how often a member can utilize this flexibility?*

The bill was introduced and then passed to facilitate remote meeting attendance by board members, understanding that situations do arise where the ability to participate without having to make the member's location accessible to the public is not only necessary but advisable. However, staying true to the spirit of the Brown Act, the bill limits individual board members from using this flexibility to no more than three (3) consecutive months or 20 percent of the regular meetings for the local agency within a calendar year *or* to no more than two (2) meetings if the board regularly meets fewer than 10 times per calendar year. Clearly, the legal preference remains in-person participation by board members.

*Q: How does a board member make a request for remote attendance, assuming the agency already satisfies all of the other meeting conditions and can a board member make a request that applies to more than one meeting?*

The law requires a separate request for each meeting for which remote attendance is sought. As such, as soon as a board member learns of their need to participate remotely, they should notify the rest of the board in writing of their request and the qualifying circumstances. However, if the need for remote participation for multiple scheduled meetings is known, there is nothing that would prohibit the simultaneous submission of separate requests applicable to different meetings. In fact, the legislation appears to require that.

*Q: Can the member requesting to participate remotely vote on their request or a similar request by another member?*

Although not specifically stated in the legislation, since board action to approve a request is a prerequisite for remote participation, the board member making the request would not be permitted to vote on their own request unless it came on for consideration at a meeting they were attending in person. If being considered at the same meeting for which remote attendance is being sought, the member would not be permitted to participate or vote on anything until their request is approved, including similar request(s) by other board members. Further, as requests require formal board action, it is important to note that they must also be approved by a *majority of the membership* of the board, not simply a majority of those otherwise in lawful attendance.

In closing, we note that the rights of the public to attend public meetings and to provide comments directly to their elected (or appointed) officials on matters of public interest within the jurisdiction of the agency remain key principles of representative government. Adherence to the notice and procedural requirements set forth in the Brown Act is thus imperative to avoid what could be costly legal challenges and damaging erosion of community trust. Accordingly, should you have any questions concerning these new laws or their implementation and applicability to your agency's operations, please do not hesitate to call one of our six offices.

**F3 NewsFlash® Written by:**

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## EXECUTIVE DIRECTOR EVALUATION POLICY

*(Approved by the Board of Trustees October 12, 2016)  
(First Draft Presented to the Board of Trustees on January 18, 2023)*

### Purpose

This policy sets forth guidelines and directions related to the evaluation of the Executive Director.

The GVCS Executive Director (ED) is evaluated each year beginning with the selection of the evaluation committee ~~in January~~ *in September* and ending with a contract recommendation in ~~March~~ *May*.

### The Director Evaluation Committee

The committee consists of the following Board members:

- ~~• One faculty representative nominated by the faculty representatives to the Board~~
- ~~• One parent representative nominated by the parent representatives to the Board~~
- The Board chair
- *Additional Board members, not to exceed a quorum*

The full Board of Trustees ratifies the nominations.

### Process

The evaluation process is overseen by the committee in accordance with the timeline indicated below.

*The committee members will meet with the ED to discuss goals by November.*

The committee solicits feedback as to the performance of the ED from the following groups or individuals:

- Board of Trustees, *via survey*
- Faculty, *via survey*
  - *In addition, Faculty delegates to speak with site staff and present a report to the Board during closed session*
- Administration, *via direct interviews*
- ~~Select parents~~ *Parents / guardians, via survey*
- *Central Office, via survey*

~~The committee shall decide on the instrument used to collect feedback, such as written letters, surveys, or online tools.~~

The ~~Board chair~~ *committee* is responsible for the solicitation of input from the groups and individuals indicated above.

In order to assure anonymity and confidentiality, the evaluation forms *and comments* are to be read only by evaluation committee members, *which will be summarized for the Board*.

### Timeline

- *September: The committee is organized*
- ~~January~~ *February and March: The Board chair meets with the groups and explains how feedback is to be submitted. Committee designs and creates the surveys and questions to be asked.*
- ~~Early January~~ *March: The committee is organized and the ED submits a self-evaluation.*
- *Early April: An online survey is sent out to the groups for feedback. Interviews with Administration are scheduled.*
- ~~Late February~~ *April: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.*
- ~~Early March~~ *May: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.*
  - *Faculty delegates to present report to the Board during closed session.*
- The BOT makes a recommendation based on one of the following:
  - Rehire the ED with a salary recommendation
  - Rehire the ED with conditions
  - Place the ED on administrative leave pending further action
  - Non-renewal of contract
- The Board, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.
- The Board notes the response from the ED, if any, and approves a final recommendation.

### Measurements

- *Past performance evaluations with goals and feedback*
- *ED job description, questions for each group as applicable*
- *Survey responses across all groups*
  - *Each group will have similar, but different questions asked that are appropriate/in-depth for that group.*

### Concerns

Any concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustee chair *in writing*. During the regular course of the year, the chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board chair. An additional evaluation may be required at any time by a majority vote of the Board.



GOLDEN VALLEY  
CHARTER SCHOOLS

**Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board.**

**This policy supersedes all previous policies related to the Principal evaluation.**



**GOLDEN VALLEY**  
CHARTER SCHOOLS

**PTO/SICK LEAVE POLICY**  
(Board Approved 04.19.2016)

**SCOPE**

All employees of Golden Valley Charter Schools (GVCS) are eligible for Paid Time Off (PTO) and or Sick Leave.

Employees who are contracted and who have completed at least 75% of a school year may also be eligible for additional paid Leave Time through the PTO Pool.

All leaves of absence commence upon an employee's exhaustion of PTO and comp time if applicable. PTO may not be used during the waiting period determined by a government agency, such as Employment Development Department (EDD).

**PTO**

- PTO may be used for any reason and is accruable to 150 hours. Employees may accumulate unused PTO.
- Employees may carry over unused PTO up to 75 hours. Any hours not carried over will be paid out at the end of the fiscal year.
- Once any employee reaches their specified cap, they will no longer earn PTO until it is used below the stated cap.
- All full-time (37.5 hours per week) employees will be granted 75 hours per year (equivalent to 10 full time days) of PTO.
- Part-time employees will be granted PTO hours prorated, based on average hours worked per week (see Employee Handbook for specifics and examples).
- The PTO Pool houses hours donated by GVCS employees. Any employee meeting the eligibility requirements may apply for up to ½ of their annual allotment of PTO.
- PTO may be advanced up to the amount of the annual allotment with supervisor approval.
- Upon separation from GVCS, any unused PTO will be paid to the employee in their final paycheck.
- Employees who exceed their earned value of PTO may be docked in pay.
- Employees starting later in the year will be granted PTO time on a pro-rated basis.
- Prior to docking the employees pay, all PTO must be used.
- PTO is based on contracted hours at the beginning of the year/employment only. Additional hours submitted on a time sheet will not accrue PTO. Hours on a time sheet will only accrue Sick leave if needed to meet requirements of California Law (AB 1522).
- Once PTO is exhausted GVCS may require a verification for absences.
- Excessive unverified absences may be considered a negative performance issue.
- School days and pre-service/in-service days may not be Calendar non-work days.
- Exempt employees must use PTO if taking a day off that is a scheduled school day or pre-service/in-service day. Any exceptions to this rule must be approved by the Board of Trustees prior to the scheduled day(s) off.

**SICK LEAVE**

California Law (AB 1522) guarantees sick leave to all employees at the rate of 1 hour for every 30 hours worked. A PTO policy that meets or exceeds this limit is also permissible.

Our PTO policy exceeds the law for most employees. Employees who earn 20 hours of PTO or less per year will be given Sick Leave hours to meet the amount required by law.

- An employee can take paid sick leave for employee’s own or a family member for the diagnosis, care or treatment of an existing health condition or preventive care or for specified purposes for an employee who is a victim of domestic violence, sexual assault or stalking.
- GVCS may request medial verification for any sick leave used
- Sick time can be accrued and carried over up to the cap of 48 hours
- Sick leave is not paid out at time of employment termination. If you return to employment within 12 months you may reclaim sick leave balance.

How PTO hours are allotted and accumulated

<b>Average hours worked per day</b>	<b>1+</b>	<b>2+</b>	<b>3+</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7.5+</b>	<b>8</b>
<b>PTO hours accrued each year</b>	3	6	15	20	50	60	75	80
<b><i>Lifetime maximum: 150</i></b>								
<b><i>As of each May 31<sup>st</sup> each employee will be paid on all PTO hours in excess of 75 during the next pay cycle</i></b>								

Currently effective – subject to change by Board of Trustees

Exempt employees earn 10 paid days off per year and may carry over:

Any PTO days not carried over will be paid out at the end of the fiscal year at the current rate.

Lifetime maximum: 20.00

***Golden Valley Charter School shall not discriminate against any employee on the basis of actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, gender identity, gender expression, color, physical or mental disability, or any other basis prohibited by law. Any employee who has been the subject of discrimination or harassment may bring questions, concerns, and/or complaints to either the Principal or the Chair of the Board of Trustees.***



## PTO/SICK LEAVE POLICY DRAFT

### SCOPE

All employees of Golden Valley Charter Schools (GVCS) are eligible for Paid Time Off (PTO) ~~and or Sick Leave.~~

Current and future sick leave will be applied in accordance with State and Federal law.

~~Employees who are contracted and who have completed at least 75% of a school year may also be eligible for additional paid Leave Time through the PTO Pool.~~

FMLA leave will run concurrently with any accrued PTO or Sick Leave.

All other leaves of absence commence upon an employee's exhaustion of PTO and comp time if applicable. PTO may not be used during the waiting period determined by a government agency, such as Employment Development Department (EDD).

### PTO

- PTO may be used for any reason and is accrual to ~~1650~~ hours. Employees may accumulate unused PTO.
- Employees may carry over unused PTO up to ~~8075~~ hours. Any hours not carried over will be paid out at the end of the fiscal year.
- Once any employee reaches their specified cap, they will no longer earn PTO until it is used below the stated cap.
- ~~All full-time (37.5 hours per week) employees will be granted 7.5 hours per month year (equivalent to 10 full time days) of PTO per month, based on the number of months they work per school year~~
- ~~All full-time (40 hours per week) will be granted 8 hours of PTO per month, based on the number of months they work per school year.~~
- Part-time employees will be granted PTO hours prorated, based on average hours worked per week (see Employee Handbook for specifics and examples).
  - ~~The PTO Pool houses hours donated by GVCS employees. Any employee meeting the eligibility requirements may apply for up to 1/2 of their annual allotment of PTO.~~
- PTO may be advanced up to the amount ~~earned of the annual allotment~~ with supervisor approval.
- Upon separation from GVCS, any unused PTO will be paid to the employee in their final paycheck.
- Employees who exceed their earned value of PTO may be docked in pay.
- Employees starting later in the year will be granted PTO time on a pro-rated basis.
- Prior to docking the employees pay, all PTO must be used.
- PTO is based on contracted hours at the beginning of the year/employment only. Additional hours submitted on a time sheet will not accrue PTO. Hours on a time sheet will only accrue Sick leave if needed to meet requirements of California Law (AB 1522).
- Once PTO is exhausted GVCS may require a verification for absences.

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- Excessive unverified absences may be considered a negative performance issue.
- School days and pre-service/in-service days may not be Calendar non-work days.
- Exempt employees must use PTO if taking a day off that is a scheduled school day or pre-service/in-service day. Any exceptions to this rule must be approved by the Board of Trustees prior to the scheduled day(s) off.

**SICK LEAVE**

California Law (AB 1522) guarantees sick leave to all employees at the rate of 1 hour for every 30 hours worked. A PTO policy that meets or exceeds this limit is also permissible.

~~Our PTO policy exceeds the law for most employees. Employees who earn 20 hours of PTO or less per year will be given Sick Leave hours to meet the amount required by law.~~

- An employee can take paid sick leave for employee’s own or a family member for the diagnosis, care or treatment of an existing health condition or preventive care or for specified purposes for an employee who is a victim of domestic violence, sexual assault or stalking.
- GVCS may request medial verification for any sick leave used
- Sick time can be accrued and carried over up to the cap of 48 hours
- Sick leave is not paid out at time of employment termination. If you return to employment within 12 months you may reclaim sick leave balance.

How PTO hours are allotted and accumulated

Average hours worked per day	1+	2+	3+	4+	5+	6+	7.5+	8
PTO hours accrued each <del>month</del> <del>year</del>	<del>13</del>	<del>26</del>	<del>315</del>	<del>420</del>	50	60	75	80
Yearly PTO hours 10-month EE	10	20	30	40	50	60	75	80
Yearly PTO hours 11-month EE	11	22	33	44	55	66	82.5	88
Yearly PTO hours 12-month EE	<del>12</del>	<del>24</del>	<del>36</del>	<del>48</del>	60	<del>72</del>	90	<del>96</del>
Lifetime maximum: <del>1650</del>								
As of each May 31 <sup>st</sup> each employee will be paid on all PTO hours in excess of 75 during the next pay cycle								

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Currently effective – subject to change by Board of Trustees

~~Exempt employees earn 10 paid days off per year and may carry over:—~~

~~Any PTO days not carried over will be paid out at the end of the fiscal year at the current rate.~~  
Lifetime maximum: 20.00

*Golden Valley Charter School shall not discriminate against any employee on the basis of actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, gender identity, gender expression, color, physical or mental disability, or any other basis prohibited by law. Any employee who has been the subject of discrimination or harassment may bring questions, concerns, and/or complaints to either the Principal or the Chair of the Board of Trustees.*

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**PTO/SICK LEAVE POLICY**  
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**SCOPE**

All employees of Golden Valley Charter Schools (GVCS) are eligible for Paid Time Off (PTO). Current and future sick leave will be applied in accordance with State and Federal law. FMLA leave will run concurrently with any accrued PTO or Sick Leave.

All other leaves of absence commence upon an employee's exhaustion of PTO and comp time if applicable. PTO may not be used during the waiting period determined by a government agency, such as Employment Development Department (EDD).

**PTO**

- PTO may be used for any reason and is accruable to 160 hours. Employees may accumulate unused PTO.
- Employees may carry over unused PTO up to 80 hours. Any hours not carried over will be paid out at the end of the fiscal year.
- Once any employee reaches their specified cap, they will no longer earn PTO until it is used below the stated cap.
- All full-time (37.5 hours per week) employees will be granted 7.5 hours per month) of PTO per month, based on the number of months they work per school year
- All full-time (40 hours per week) will be granted 8 hours of PTO per month, based on the number of months they work per school year.  
Part-time employees will be granted PTO hours prorated, based on average hours worked per week (see Employee Handbook for specifics and examples).
- PTO may be advanced up to the amount earned with supervisor approval.
- Upon separation from GVCS, any unused PTO will be paid to the employee in their final paycheck.
- Employees who exceed their earned value of PTO may be docked in pay.
- Employees starting later in the year will be granted PTO time on a pro-rated basis.
- Prior to docking the employees pay, all PTO must be used.
- PTO is based on contracted hours at the beginning of the year/employment only. Additional hours submitted on a time sheet will not accrue PTO. Hours on a time sheet will only accrue Sick leave if needed to meet requirements of California Law (AB 1522).
- Once PTO is exhausted GVCS may require a verification for absences.
- Excessive unverified absences may be considered a negative performance issue.
- School days and pre-service/in-service days may not be Calendar non-workdays.
- Exempt employees must use PTO if taking a day off that is a scheduled school day or pre-service/in-service day. Any exceptions to this rule must be approved by the Board of Trustees prior to the scheduled day(s) off.

## SICK LEAVE

California Law (AB 1522) guarantees sick leave to all employees at the rate of 1 hour for every 30 hours worked. A PTO policy that meets or exceeds this limit is also permissible.

- An employee can take paid sick leave for employee's own or a family member for the diagnosis, care or treatment of an existing health condition or preventive care or for specified purposes for an employee who is a victim of domestic violence, sexual assault, or stalking.
- GVCS may request medial verification for any sick leave used
- Sick time can be accrued and carried over up to the cap of 48 hours
- Sick leave is not paid out at time of employment termination. If you return to employment within 12 months you may reclaim sick leave balance.

### How PTO hours are allotted and accumulated

Average hours worked per day	1+	2+	3+	4+	5+	6+	7.5+	8
PTO hours accrued each month	1	2	3	4	5	6	7	8
Yearly PTO hours 10-month EE	10	20	30	40	50	60	75	80
Yearly PTO hours 11-month EE	11	22	33	44	55	66	82.5	88
Yearly PTO hours 12-month EE	12	24	36	48	60	72	90	96
<b>Lifetime maximum: 160</b>								
<b>As of each May 31<sup>st</sup> each employee will be paid on all PTO hours in excess of 75 during the next pay cycle</b>								

Currently effective – subject to change by Board of Trustees

***Golden Valley Charter School shall not discriminate against any employee on the basis of actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, gender identity, gender expression, color, physical or mental disability, or any other basis prohibited by law. Any employee who has been the subject of discrimination or harassment may bring questions, concerns, and/or complaints to either the Principal or the Chair of the Board of Trustees.***

**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**GOLDEN VALLEY CHARTER SCHOOLS**  
**FOR EDUCATIONAL RENEWAL AND**  
**GOLDEN VALLEY EDUCATIONAL FOUNDATION**

(Presented to the Board of Trustees on January 18, 2023)

This Memorandum of Understanding (“Agreement”) is executed by and between the Board of Trustees (“BOT”) of Golden Valley Charter Schools for Educational Renewal, Inc. (“GVCS”) and the Board of Directors (“GVEF Board”) of the Golden Valley Educational Foundation, Inc. (“GVEF”).

**PURPOSE:**

This Agreement is intended to formalize the relationship between GVCS and GVEF and to outline the parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationship and other matters of mutual interest. These may include but are not limited to:

- Setting forth guidelines and direction for the management of funds derived from the fundraising activities of GVEF;
- Improving the transparency of matters and actions related to fundraising for the benefit of the GVCS school community;
- Meeting the requirements of current and potential donors and granting agencies.
- Supporting effective collaboration among the greater Golden Valley Charter school community.

**Legal Definition of Entities:**

**GVCS** – The California entity incorporated as a 501.(c).(3) nonprofit public benefit corporation. GVCS qualifies for public charity status as a “regular school” under Internal Revenue Code Section 170(b)(1)(A)(ii). GVCS operates the Golden Valley Charter Schools for Educational Renewal, serving TK through eighth grade, authorized by the San Juan Unified School District and located at 1000 River Rock Drive, Suite 220, Folsom, CA 95630.

**BOT** – The Board of Trustees, elected according to the GVCS By-Laws to provide primary vision, oversight, and accountability for the sustainability of the Golden Valley Charter Schools for Educational Renewal.

**GVCS CO** – The school employees designated by the Executive Director to provide the leadership and stewardship for the operational sustainability and well-being of the Golden Valley Charter Schools.

**GVEF** – The California entity incorporated as a nonprofit public benefit corporation on July 25, 2001. GVEF has obtained a favorable tax exempt determination of 501.(c).(3) status from the IRS. It is classified as a “publicly supported organization” under Internal Revenue Code Sections 509(a)(1) and 170(b)(1)(A)(vi). GVEF’s specific purpose is to provide support for the activities of Golden Valley Charter Schools for Educational Renewal. This will be accomplished with volunteer and fundraising efforts such as: special events, and solicitation of corporate and private sponsors through grant proposals. GVEF is composed of several key teams.

**GVEF Board** – The Board of Directors elected according to the GVEF By-Laws to provide leadership and stewardship to significantly expand the pool of financial and volunteer resources to serve the Golden Valley

Charter School of Sacramento.

**AGC** – The Annual Giving Campaign which is a primary fund raising activity of GVCS. The AGC is led by the Development Coordinator, an employee of GVCS. The Development Coordinator may establish a committee and seek support from GVEF to accomplish giving goals.

**Parent Circle (PC)** – The classroom parent representatives elected to provide leadership and stewardship for organizing volunteers and mobilizing community events. The PC at each school holds an account at the Schools Credit Union under the Tax ID of GVEF.

**Classroom Accounts** – The class fundraising/field trip accounts are maintained by the central office. The main purpose of these accounts is to accumulate funds for field trips including scholarships of field funds for individual classes.

**Community** – The “Community” as referenced in this document refers to the collection of students, parents/guardians, volunteers, donors, and paid staff who are associated with the Golden Valley Charter Schools.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, GVCS and GVEF hereby agree as follows:

## **AGREEMENTS:**

### **I. Terms:**

- A. The term of this Agreement is for five years from the date of execution unless otherwise terminated.
- B. Any modification of this Agreement must be in writing and executed by the duly authorized representatives of both parties, specifically indicating the intent of the parties to modify this Agreement.
  1. The duly authorized representatives of GVCS are the BOT.
  2. The duly authorized representatives of GVEF are the GVEF Board.
  3. For purposes of amendment of this Agreement, both the BOT and the GVEF Board are required to take action.

### **II. Roles and Responsibilities:**

The roles and responsibilities of GVCS and GVEF include, but are not limited to, the following:

#### **GVEF:**

- A. To sustainably increase the financial and volunteer resources available to support the vision and mission of GVCS.
- B. To have a GVEF Board member give quarterly updates at the GVCS Board meeting.
- C. To have the GVCS Executive Director or designee as an ex-officio (non-voting) member of the GVEF Board.
- D. To serve as fiscal agent for all non-trivial grants and fundraising events for GVCS.
- E. To serve as the corporate entity and fiscal agent for the Parent Circle Accounts.
- F. To authorize grants in alignment with the funding priorities communicated by the GVCS Executive Director or designated agent.
- G. To have a GVEF Board member attend the GVCS Finance Committee quarterly.

- H. To operate within sound governance and fiscal management principles as responsible stewards of significant resources.
- I. To honor and operate within the boundaries of GVCS School-wide Policies.
- J. To create and implement GVEF specific policies and procedures in alignment with this Agreement.
- K. To carry out any other requests consistent with this Agreement and consistent with GVEF's specific purpose as requested by the GVCS Board of Trustees.

**GVCS:**

- A. To provide oversight and direction to GVEF that is in alignment with the vision and mission of GVCS.
- B. To have a GVCS Board member seated as a voting member of the GVEF Board.
- C. To engage the community in obtaining input and buy in on clear funding priorities for how GVEF grants should be allocated to the schools.
- D. To ensure accountability and transparency in how GVEF grants are administered and utilized.

**III. Budget Requirements:**

- A. GVEF shall collaborate with the GVCS Executive Director, designated GVCS finance committee, and Parent Circle to formalize a GVEF annual operating budget.
- B. GVEF shall submit a formal proposed GVEF budget for the following year to the BOT by April 25<sup>th</sup> of the current year.
- C. BOT shall review and decide to approve or deny the budget by June 8<sup>th</sup>. If the budget is denied, BOT shall provide specific reasons for the denial with specific requests for changes to the budget.
- D. GVEF shall submit a revised budget to BOT based on unforeseen budget changes by October 31st.
- E. Changes: GVEF has the discretion to make changes to the approved budget that are less than 5% of the total budget and does NOT lower the amounts budgeted for grants. For changes that are greater than 5% OR any reduction to the grant budget line items, GVEF shall submit the proposed to the BOT for approval.
- F. If BOT fails to meet their budget related deadlines, GVEF Board assumes approval has been granted until otherwise notified by the BOT with a decision.
- G. If GVEF fails to meet their budget deadlines OR a budget has not been agreed to by both the GVEF and BOT, the GVEF Board may only authorize expenditures to meet prior invoice commitments or maintain essential monthly services for collecting new funds or holding existing funds. NO other expenditures are permitted until a formal budget is approved.

**IV. Management of Financial**

**Resources: Collection of Funds**

- A. GVEF shall be the recipient fiscal agent for all non-trivial grants and event proceeds to GVCS.
- B. GVCS shall NOT advance ANY funds to GVEF.
- C. Funds received by GVEF are to be deposited in an FDIC, NCUA or equivalent insured interest-bearing account with an established bank or credit union.
- D. The primary GVEF account shall be referred to as the "GVEF Master Account."
- E. GVEF shall maintain separate accounts for "GVEF - Parent Circle."
- F. GVEF shall notify the BOT of any actions to open or close a bank account within 30 days of the transaction. Prior notification is preferred but not required. BOT approval is not required.

**V. Marketing and Communications**

GVEF will work with the GVCS Marketing & Communications Coordinator and have approval for all internal and external marketing and communications publicized to the schools and community. Dissemination may include print media, swag, news releases, email, webinars, and social media distribution channels.

**VI. Large Gifts & Debt**

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- A. GVEF shall notify the BOT of any unexpected and extraordinary (exceeds \$10,000 in one fiscal year) funds received outside of the fund development plan within one month of receipt of the funds. An example includes a one time \$10,000 unrestricted donation made to the school. Deposits of additional gifts will come as unrestricted funds to be deposited in the GVCS bank account according to the quarterly schedule. GVCS, by approving the annual and interim budgets, will direct additional funding to programs or purchases as needed.
- B. GVEF may NOT enter into any long term debt instruments without prior written approval from GVCS.
- C. GVEF may create and use limited short term debt (credit cards or equivalent) with a credit limit not to exceed \$5000 for recurring or typical operational costs in alignment with the approved budget. GVEF must pay off short term debt as quickly and prudently as possible to minimize the eroding cost of interest. Typically this means paying it in full at the end of the billing cycle.
- D. General accounting principles will be applied to manage sub-accounts for monies collected including, but not limited to, capital campaign funds, restricted funds and unrestricted funds.

## **VII. Expenditures of Funds**

- A. GVEF may only allocate funds for the following purposes:
  - a. Expenses necessary and reasonable to generate funding and operate as a formal corporation.
  - b. Grants made directly to the schools or made directly on behalf of the schools.
  - c. Maintaining fiscal Reserves
  - d. Creating a long term endowment exclusively for making future expenditures on behalf of goals set by the GVCS BOT.
- B. GVEF shall maintain a 5% minimum reserve of annual total expenditures as cash on hand.
- C. GVEF shall maintain a 5% operational reserve of annual total expenditures as cash on hand to handle uneven cash flow issues that occur over the year.
- D. GVEF may only authorize the expenditure of funds above the reserves and in alignment with the formal budget approved by the BOT.
- E. GVEF may designate only 2 agents to authorize expenditures – President and Treasurer.
- F. GVEF shall only make grants for the direct benefit of the Golden Valley Charter Schools. GVEF shall make grants directly to GVCS or to pay for designated services on behalf of GVCS as directed by the priorities set by the GVCS Executive Director.
- G. GVEF has input but does NOT determine the priority of grants made to the benefit of the school. Those priorities are formally set by the BOT and implemented by the GVCS Executive Director.
- H. GVEF must grant all net financial earnings beyond reserves and endowment levels based on the priorities set by the BOT according to this schedule:
  - a. November 15
  - b. February 15
  - c. June 15

## **VIII. Reporting Requirements:**

- A. GVEF shall develop an annual fundraising monitoring calendar. This calendar shall be forwarded to the GVCS Executive Director and the GVCS Development Coordinator by September 1<sup>st</sup> of each year.
- B. GVEF shall provide quarterly updates to the GVCS BOT. The updates may include summary Budget to Actual Income/Expense statement, Balance Sheet Statement, major recent and upcoming fund activities.
- C. GVEF shall submit financial reports to the GVCS Development Coordinator for the publishing of an annual report in November for the prior school year.
- D. GVEF shall conduct an annual audit in accordance with generally accepted accounting principles applicable to 501 (c)(3) corporations. The audit will be completed and forwarded to the GVCS

Executive Director on or before December 15 of each year.

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- E. The GVEF President will submit audit findings and any corrective action plans with appropriate deadlines to the GVCS Executive Director by February 15<sup>th</sup> of each year. Audit exceptions must be resolved to the satisfaction of the GVCS BOT.

#### **XI. No Agency Relationship:**

- A. The parties recognize that the Foundation and GVCS are each separate legal entities.
- B. In accordance with its specific nonprofit public benefit corporate purpose and IRS determination; GVEF shall act in the role of a supporting organization to GVCS and not other entities unless approved by the GVCS Board of Trustees.
- C. GVCS shall have no authority to enter into a contract that would bind GVEF, nor extend the credit of GVEF to any third person or party.
- D. GVEF shall have no authority to enter into a contract that would bind GVCS, nor extend the credit of GVCS to any third person or party.

#### **IX. Liability:**

- A. GVCS shall not be liable for any errors, omissions, debts or obligations made or entered into by GVEF prior to the date of execution of this Agreement.
- B. It is the intent of the parties that GVCS be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on GVEF any liability arising out of the operations of GVCS, except as such liability may result from the provision of services by GVEF to GVCS.
- C. It is the intent of the parties that GVEF be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on GVCS any liability arising out of the operations of GVEF, except as such liability may result from the provision of services by GVCS to GVEF.
- D. GVCS shall not hold GVEF or the GVEF Board Members personally or collectively liable for the failure to meet budgeted GVCS Grant goals.

#### **III. Employees and Subcontractors:**

- A. GVEF shall not employ personnel. They may subcontract services to independent contractors in accordance with this Agreement.
- B. GVEF may not contract with third parties for any services required to operate GVEF unless it is in accordance with the approved annual GVEF budget.
- C. GVEF must notify the BOT prior to contracting with any other entity as a primary provider of business services (accounting, legal, etc.) with the contact information for the intended provider.
- D. GVCS must notify GVEF in a timely manner if there are any concerns with a primary provider that may conflict with the interests, independence, or security of the school. GVCS may block or require the termination of any GVEF contract with a provider if the BOT determines that the contract and/or vendor violates school policy or creates an unacceptable legal risk to the larger school community.

#### **X. Policies and Procedures:**

GVEF Board shall provide copies of all GVEF policies and procedures to the GVCS Executive Director whenever they are created, amended or deleted. Should a conflict arise for matters governed by the terms of this Agreement between the policies of GVCS and GVEF, the GVCS policies shall prevail.

**XII. Severability:**

If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

**XIII. Non-Assignment:**

Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party.

This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understanding or agreements between the parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that he/she has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultant except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement shall only be modified in writing and by the mutual agreement of both parties.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Board of Trustees Chair, *Golden Valley Charter Schools for Educational Renewal*

Dated: \_\_\_\_\_

\_\_\_\_\_  
Board of Directors President, *Golden Valley Educational Foundation*

1/12/2022

I hope everyone had a restful and relaxing break amid the chaotic weather. Over here at Orchard, we were welcomed back with a giant eucalyptus tree that had fallen on top of the playground equipment. Now the challenge is keeping kids away from the structure as the wood is being cut up, and waiting to see what happens next.

Upcoming trainings: The faculty at Orchard started doing biography work today with Lee Sturgeon Day, and this will continue two more times in February and March as a way for the faculty and staff to get to know one another better. The group doing PBIS presented the next phase in the plan moving forward in learning about the ABC's (antecedent-behavior-consequence) of behavior and how to track incidents in a more streamlined way. This weekend is the annual Alliance conference via Zoom, and all GVCS employees are encouraged, but not required to attend. It is also a Building Bridges weekend for the teachers doing their Waldorf training. The teachers not in the teacher training program will attend an in-service day with training focusing on trauma.

Upcoming events: The first grade will be performing for the very first time at the Friday Gathering on January 20th, and the student council will be doing a special performance to honor MLK. The annual concert is coming up on March 10<sup>th</sup> from 6-7:30 at San Juan High School.

Calendar next year: Please consider having the week before Christmas off and the week after, it was a little hectic for all to work right up until Christmas eve. One teacher requested to have our next year's calendar include the teacher workdays on Monday's so that we have time to prepare for the week instead of on a Friday.

Schedule for next year: Teachers need and are requesting prep periods each day, instead of three in one day, and none on another day. Accomplishing the daily tasks is not always conducive in lower grades.

Enrollment: Smaller class sizes in the lower grades align with Waldorf teaching principles to enable the teacher to teach more and at a better quality for all students. Filling up the upper grades is where the funding could be recouped. This is how some public Waldorf Charter schools choose to do things.

Music Program: Mr. Branson is working on a proposal and is hoping to get support from admin to bring in some outside dance teachers in the spring to support and enrich the music program in grades 4 and up at both schools like we have done in the past.

Staff Boundary Policy: was reviewed at the faculty meeting. A question came up about why can lower grades teachers have students on their laps, but they cannot give them a frontal hug? Some students in grades 1-3 love to hug their teachers, and sometimes they come running, and it's awkward to try to change it to a sideways hug. Some staff members were wondering if they needed to notify the principal if they have students come to their houses as friends of their own children, not students from their class. Another question is what if you are alone in your classroom and with a student refusing to go to aftercare, and you can't leave the door open because they may run off. It was suggested to call for back-up if needed.

Submitted by Heather Peery, Resource Specialist/Faculty Chair



Board Chair Report  
January 18, 2023

#### Seeking Board Member Candidates:

The Board of Trustees are seeking individuals who are interested in the governance and oversight of Golden Valley Charter Schools. We are actively recruiting parents/guardians of students to join the Board of Trustees. This is the perfect time to inquire for those interested in joining the Board in August 2023, please contact [bot@gvcharter.org](mailto:bot@gvcharter.org) for more information.

#### Health Safety

Starting in November the Sacramento region has continued to see a large increase in RSV, Flu and Covid cases. All three of these respiratory illnesses can be life threatening on their own for certain individuals, but worse when combined. We continue to monitor California Department of Public Health and (CDPH) and Sacramento County Public Health (SCPH) for guidance. We would like to **thank all the families and staff** that utilized the free Covid tests that were distributed prior to the Winter break. If you are having difficulty uploading your results, now or in the future, please see the Parent Square notice from Jennifer Hoover on 01/09/23. Additional tests are available in the office, if needed.

#### Services

**Suicide and Crisis Life line** provides 24/7, free and confidential support for you or your loved ones. Call or text **988** for help. **Veterans can call 988 and press 1.** <https://988lifeline.org/>

**Substance Abuse and Mental Health Services Administration**, has a confidential, 24/7 National Helpline, **1-800-662-HELP (4357)** in English and Spanish. Free for individuals and family members facing mental and/or substance use disorders. This service provides referrals to local treatment facilities, support groups, and community-based organizations. Also visit the [online treatment locator](#), or send your zip code via **text 435748 (HELP4U)** to find help near you.

Fentanyl poisoning is on the rise in the Sacramento area. It's so pervasive across the country that it's the number 1 killer for 14 - 24yrs old. Fentanyl kills 150 people a day, it is up to 50 times stronger than heroin and up to 100 times stronger than morphine. Fentanyl is rapidly spreading amongst young adults in the Sacramento region via social media platforms under the disguise of being Percocet, Adderall or Oxycodone. Local Sacramento High Schools are now obtaining Naloxone to combat overdoses at school and it was suggested families obtain one from your local pharmacy for home use. <https://1pillcankillsac.com/>

#### Food Bank

If you or a loved one need food assistance call **211 or (916) 498-1000**, <https://www.sacramentofoodbank.org/find-food>.

I love their slogan, *"expect to be welcomed with open arms and a smile"*.

If you would like to **volunteer** <https://www.sacramentofoodbank.org/become-a-volunteer>. Volunteers need to be 10years old and up, adult supervision is required for anyone under 16.

Annual Giving Campaign:

Donations are vital in allowing us to provide the best programs and services we can. Please help us reach our goal of \$100,000 for each campus by contributing.

[Annual Giving Campaign.](#)

Volunteering:

Please consider offering your unique skills and services to one or more of these tremendous groups:

Classroom: See your class Teacher

Diversity, Equity and Inclusion (DEI): [diversity@gvcharter.org](mailto:diversity@gvcharter.org)

Golden Valley Education Fund (GVEF): [gvef@gvcharter.org](mailto:gvef@gvcharter.org)

Parent Circle (PC) Orchard: [pc\\_orchard@gvcharter.org](mailto:pc_orchard@gvcharter.org)

Parent Circle (PC) River: [lilmemily@gmail.com](mailto:lilmemily@gmail.com)

Warm regards,

Jennifer Huetter

Board of Trustees, Chair

Golden Valley Charter Schools



# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT  
Submitted by Caleb Buckley, EdD

January 18, 2023

K-8 Tuition for Public Waldorf Schools

## THE CHARTER MANAGEMENT OFFICE

Welcome to 2023 and our first glimpse of next year. This week we will open our first parent tours for enrollment and kick off 8 weeks of activity that drives applicants towards the March lottery. Golden Valley will also start working on the charter renewal process for Orchard which will be presented to the board when school opens in the fall. Employee “intent to return” surveys go out this week and we also ask parents if their child will return. In February, we will bring a draft of next year’s calendar to the board. The Governor has signaled that he intends to protect school funding for next year even though state revenues have declined.

While we live with one step in the future, we also have received the audit from last year. Our one finding will be that the Tahoe School closed before the end of the school year and so did not meet the instructional minute requirements. Overall, the organization is strong, and the financial statements are accurate. The Central Office is working on an improved process for class fundraising and will be meeting with teachers next week. The agreement with the foundation, the GVEF MOU, will come to the board for discussion.

Across the community, we are celebrating through festivals again. There is an alumni panel evening in two weeks you won’t want to miss. Parent engagement is increasing as we head towards school play season. After the cold waters of winter, Golden Valley bursts forth with May Day Festival, Goldenstock, and 8<sup>th</sup> grade presentations. This board meeting marks the completion of last year, the recognition of the final phase of this year, and the preliminary planning for 2023-24.



## ON CAMPUS



**Orchard School** – Orchard's Winter Gathering brought Orchard and River families together in unity to share a meal and sing as we carried our own light in the evening. We look forward to continuing and building upon this Golden Valley Parent Circle tradition. Our annual Sing-along and Pajama day brought us to the break with joy and festivities. Returning in January, we learned Orchard School was awarded the Watershed Stewardship and Education Grant. The school will receive \$2500 to create nature-friendly landscapes to support watershed health and educate about stormwater pollution and improved water quality. Orchard School has three nominations in “The Best of Orangevale”, a local competition produced by the Orangevale View and sponsored by the Orangevale Chamber of Commerce and Orangevale Recreation & Park District. Please consider voting for Orchard School as Best School and either Miss Todd or Ms. Hidden as Best Teacher. January storms brought down a neighbor's eucalyptus tree which fell upon a part of our play structure. San Juan personnel are in process of removing the tree and assessing the damage. The team working on the repair includes an arborist and a risk management assessor who will make certain the playground is safe before students are allowed to play on it. Meanwhile, we are grateful for a large blacktop and two additional play structures. Recess is going well, and students have plenty of room to play.

Referrals = December - 7; YTD - 35

Suspensions = December - 1; YTD - 7



**River School** - While we all enjoyed the chance to recharge with friends and family, it is always great to get back to our school community, familiar routines, and the important work we do every day. On our first day back from break we welcomed the addition of a new custodian while Mr. Mark is on medical leave for his knee replacement. Chuck Maguire comes to us as a former lead custodian at Bella Vista High School for 14 years. Chuck is fitting in wonderfully and has remarked at how welcoming and kind the Golden Valley community is.

I'm greatly looking forward to our upcoming parent enrichment evening- Beyond Golden Valley: An Alumni Panel. This event will be a great opportunity to for parents and other community members to have a glimpse of the diverse and exciting paths our alumni embark upon after their time at Golden Valley, and how their Waldorf education has informed their interests and choices as adults.

The virtue for the month of January is UNITY, and I cannot think of a more appropriate virtue to start our new year. As a dynamic and diverse learning community, I would like to propose our own New Year's resolution - that we strive to always seek common ground, to honor one another's humanity, and to always act in good faith while assuming all other community members will do the same in kind. With unity as our focus, we can continue to maintain a community that is built on trust and mutual respect while adhering to our model of direct and compassionate communication.

Referrals = November - 0; YTD - 4

Suspensions = November - 0; YTD - 1

## COMPLIANCE

**The Expanded Learning Opportunities Program**

River hosted the Eagle's Nest January 13<sup>th</sup> Non-Instructional Day. Frau Rosello worked with students of all ages to peak their interest in German and teach students about some of the new year traditions in Germany. The students enjoy interacting with their peers from their sister campus and engaging in the enriching activities planned by the Eagle's Nest staff.

**Meal Program**

The schools have been serving roughly 1000 meals per week at each site. Supply chain issues continue to be one of the biggest hurdles that the program is dealing with on a consistent basis. Golden Valley applied for a grant to purchase kitchen equipment that will help to prepare, store, and expedite meal service more efficiently. The results of the application should be known at the beginning of March. The organization will also apply for a grant to be able to serve meals during the summer when Eagle's Nest will be operating the summer program.

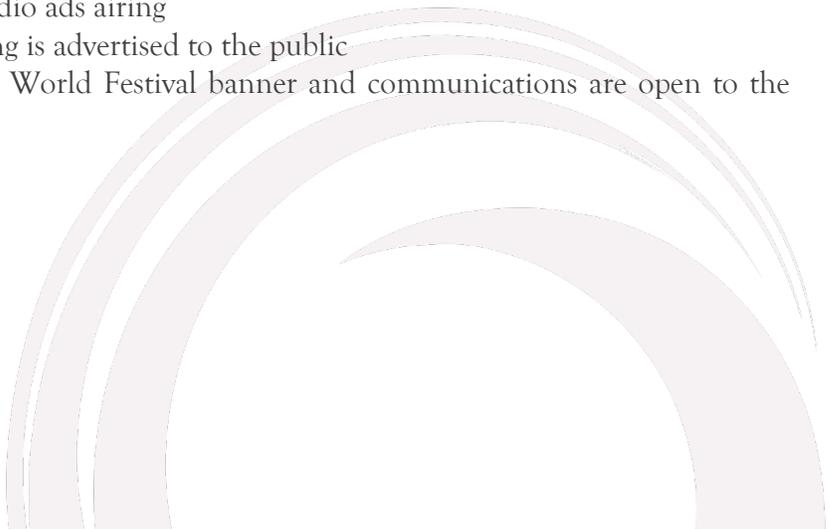
**Title Funds**

The math committee has completed Phase 1 of the math adoption process. Each subgroup has selected the programs that they wish pilot over several weeks. Publishers are being contacted currently to obtain materials and access to curriculum content. Once materials are received the groups will begin the second phase of piloting the materials to be able to come back with recommendations for which programs to purchase for grades 3-5, 6-8, and intervention.

## MARKETING &amp; COMMUNICATION

**Marketing & Communication** – Marketing is focused on Open Enrollment this month.

- Ads are running on Facebook and Instagram
- We will have CapRadio ads airing
- Alumni Panel evening is advertised to the public
- Journey Around the World Festival banner and communications are open to the public



## ENROLLMENT &amp; OUTREACH

**Enrollment** - We are accepting applications and have recorded Parent Information Meetings available to send to interested families to begin the enrollment process for the current school year.

**Outreach** - We communicate regularly with 30 pre-schools in our local area, prospective families (80+), and current waitlist families with invitations to our school festivals and 23-24 open enrollment dates. They will be invited to our Journey Around the World Festival at Orchard. Mailers for Enrollment were sent to the 30 schools.

Open Enrollment for the 2023-24 school year has begun and will run from January through February. Parent Information Meetings (PIM) have been scheduled.

- River School PIMs: 1/18, 2/1, 2/15
- Orchard School PIMs: 1/19, 2/2, 2/13

Enrollment and Movement, Orchard, January 11, 2023						
	December Gain/Loss	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
TK	0	14	15	16	15	20
K	0	32	33	37	29	26
ABK	n/a	24	16	21	N/A	N/A
OBAK	n/a	22	9	21	22	22
1	0	29	29	27	30	30
2	0	30	30	30	30	28
3	0	32	28	26	24	21
4	+1	30	25	26	27	30
5	0	27	26	29	29	27
6	(1)	24	26	30	30	29
7	0	24	28	27	25	23
8	0	29	25	22	26	27
Total	12/1=272	271	265	268	265	237

Enrollment and Movement, River, January 11, 2023						
	December Gain/Loss	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
TK	0	28	21	24	25	27
K	0	35	34	39	39	39
CBK	n/a	17	19	20	20	20
LBK	n/a	24	19	23	22	23
PBK	n/a	22	19	24	22	23
1 <sup>st</sup>	0	30	29	29	31	31
2 <sup>nd</sup>	0	32	30	30	29	30
3 <sup>rd</sup>	0	32	28	27	29	29
4 <sup>th</sup>	0	30	27	26	28	30
5 <sup>th</sup>	0	25	23	23	30	28
6 <sup>th</sup>	0	28	27	32	29	26
7 <sup>th</sup>	0	31	24	25	28	20
8 <sup>th</sup>	0	24	23	23	20	28
1 <sup>st</sup> HS	0	5	6	5	6	12
2 <sup>nd</sup> HS	0	4	2	7	7	4
3 <sup>rd</sup> HS	0	3	5	7	3	4
4 <sup>th</sup> HS	0	3	2	3	3	2
5 <sup>th</sup> HS	~	0	0	3	1	n/a
Total	12/1=310	310	283	307	307	310



## DEVELOPMENT

ANNUAL GIVING CAMPAIGN

- Electronic end of year statements will go out by the end of the month to all participants in AGC from January 2022 - December 2022

Community Engagement:

- The Annual Report of 2022 arrived in the mail to all families with a letter for an end of the year donation to AGC
- A ParentSquare with the digital version of the Annual Report and donation was communicated before the end of December
  - Spotlight photos of the curriculum, festivals, and children with a thank you was sent to the community
- Newsletters from Orchard, River, & CO all communicated the overall percentage meter of funds raised thus far with a break down per school of overall class participation percentages.
- Since the beginning of the new AGC campaign, we have more than doubled our community participation from 21% to 49%
- In March we will showcase our student art, have a fundraising Meet and Greet, and have a dunk tank “End the Year with a Splash” goal

FUNDRASING with GVEF

- GVEF met on the second Tuesday of the month
  - They will work on a Beta test of Raise the Craze fundraiser with both 8<sup>th</sup> grade classes for possible Feb/March time frame
  - Having a live May Auction for both schools and a Golden Ticket Raffle is in process
  - A GVEF retreat with past members will occur on February 11<sup>th</sup> from 12pm - 4pm

SCHOOL	Donors/Household Participation %	YTD Rec'd (FY22/23)	<i>Projected AGC Receivables 22/23 FY End</i>	Goal
GVOS	84/195 = 43%	\$28,204.00	\$46,092.00	\$100,000
GVRS	126/230 = 55%	\$47,974.00	\$84,545.00	\$100,000
General Donation	9	\$1,773.00	\$2,985.00	~
<b>Total</b>	<b>210/425 = 49%</b>	<b>\$77,951.00</b>	<b>\$133,622.00</b>	<b>\$200,000</b>