



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

January 17, 2024

Board Meeting Access Information

Date: Wednesday, January 17, 2024
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 2024.01.17
Time: Jan 17, 2024 04:30 PM Pacific Time (US and Canada)

Join Zoom Meeting
<https://us02web.zoom.us/j/88382939207?pwd=TFdzVUFBYUorK1pNWURIS0Y5L0pqZz09>

Meeting ID: 883 8293 9207
Passcode: 567181

One tap mobile
*+16694449171,,88382939207#,,,,*567181# US*

Dial by your location
• +1 669 900 9128 US (San Jose)

Meeting ID: 883 8293 9207
Passcode: 567181

This meeting is being conducted in person and will also be available to the public via teleconference through the Zoom platform.

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@qvcharter.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@qvcharter.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 17, 2024

1. **Call to Order** – 4:30p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 4:30 p.m.
Board Members: Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Stephen Quadro, Meredith Wilsen.
3. **Board Member Exigencies and Remote Attendance** – 4:31 p.m. *(K. Gerski-Keller)*
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** – 4:35 p.m. *(C. Buckley)*
5. **Public Comment** – 4:35 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.
6. **Consent Agenda**– 4:50 p.m. *(K. Gerski-Keller)*
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?
 - 6.1 **Shall the board approve the December 13, 2023, Regular Meeting Minutes?**
 - 6.2 **Shall the board approve the 2024/2025 Golden Valley Charter Schools calendar?**
 - 6.3 **Shall the board approve the 2024/2025 Instructional minutes for Golden Valley Charter Schools?**
 - 6.4 **Shall the board approve the Golden Valley Orchard School School Accountability Report Card (SARC)?**
 - 6.5 **Shall the board approve the Golden Valley River School School Accountability Report Card (SARC)?**
7. **GVEF MOU** – 4:55 p.m. *(C. Buckley)*
Action/Discussion: Shall the board approve the Memorandum of Understanding (MOU) between the Golden Valley Educational Foundation and Golden Valley Charter Schools?
8. **Faculty Reports** – 5:15 p.m.
Faculty Chair Report, Orchard: Orchard Faculty Chair, Heather Peery, will present items of interest to the board. *(H. Peery)*



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Faculty Chair Report, River: River Faculty Chair, AJ Lacoste, will present items of interest to the board. *(A. Lacoste)*

9. **Executive Reports** – 5:25 p.m.

Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, will present items of interest to the board.

Executive Director Report: Executive Director, Caleb Buckley, will present items of interest to the board.

10. **Closed Session: Conference with Legal Counsel – Anticipated Litigation**– 5:45 p.m.

(K. Gerski-Keller)

Action/Discussion: The board will go into closed session to discuss significant exposure to litigation pursuant to § 54956.9(b): 1 case.

11. **Recitation of the Motto of the Social Ethic** – 6:15 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.

12. **Adjournment of the meeting** – 6:16 p.m.

(K. Gerski-Keller)

December 13, 2023

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 4:35 p.m.**
2. **Roll Call –**
Board Members Present: Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Meredith Willsen.
Board Members Absent: Stephen Quadro
Guests: Caleb Buckley, Heather Peery, AJ Lacoste, Jennifer Hoover, Ryan Sutton, Becky Page (Orchard), Susan Lefkowitz (remote).
3. **Board Member Exigencies and Remote Attendance –**
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?

TABLED/NO VOTE

4. **Flag Salute/Quote/Moment of Silence –** Executive Director Caleb Buckley, EdD, read the Sacrifice virtue card.
5. **Public Comment –**
There were no public comments at River, Orchard, or the Zoom platform.
6. **Consent Agenda–**
It was moved by Katie Gerski-Keller and seconded by Adam Errington that the Board approve the following items by consent.
 - 6.2 *The board approved the November 8, 2023, Regular Meeting Minutes.*
 - 6.3 *The board closed 2023/2024 enrollment at GVOS for all classes (K-8) effective December 21, 2023,*
 - 6.4 *The board closed 2023/2024 enrollment at GVRS for all classes (K-8) effective December 21, 2023.*

(Ayes: 4, Noes: 0, Abstain: 0)

Removed for separate vote:

6.1 It was moved by Katie Gerski-Keller and seconded by Ekaterina Khmelniker that the board approved the October 11, 2023, Regular Meeting Minutes.

(Ayes: 3, Noes: 0, Abstain: 1, Adam Errington)

7. **First Interim Budget Report, GVOS –**
It was moved by and seconded by that the board approved the 2023/2024 First Interim Budget for Golden Valley Orchard.

(Ayes: 4, Noes: 0, Abstain: 0)

December 13, 2023

8. First Interim Budget Report, GVRS –

It was moved by Katie Gerski-Keller and seconded by Meredith Willsen that the board approve the 2023/2024 First Interim Budget for Golden Valley River.

(Ayes: 4, Noes: 0, Abstain: 0)

9. 2022-2023 Financial Audit for GVCS –

It was moved by Katie Gerski-Keller and seconded by Ekaterina Khmelniker that the board accept the 2022/2023 financial audit of Golden Valley Charter Schools.

(Ayes: 4, Noes: 0, Abstain: 0)

10. GVEF MOU –

Action/Discussion: Shall the board approve the Memorandum of Understanding (MOU) between the Golden Valley Educational Foundation and Golden Valley Charter Schools?

TABLED/NO VOTE

11. Enrollment Policy, Birthdates –

The board discussed proposed revisions of birthdates in the enrollment policy.

12. 2024-2025 School Calendar –

The board discussed the 2024-2025 school calendar.

13. Faculty Reports –

Faculty Chair Report, Orchard: Orchard Faculty Chair, Heather Peery, presented items of interest to the board.

Faculty Chair Report, River: River Faculty Chair, AJ Lacoste, presented items of interest to the board.

14. Executive Reports –

Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, presented items of interest to the board.

Executive Director Report: Executive Director, Caleb Buckley, presented items of interest to the board.

15. The board recited the Motto of the Social Ethic –

16. The meeting was adjourned at 6:25 p.m.



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

December 13, 2023

Katie Gerski-Keller, Chair

Date

AUGUST						
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						21

JUNE						
S	M	T	W	T	F	S

JULY						
S	M	T	W	T	F	S

Days of Note

- August 6 – Orchard Registration
- August 8 – River Registration
- August 15 – First Day of School
- November 13-17 – Conference Days (min)
- March 19-21 – Conference Days (min)
- May 29 – Last Day of School

Minimum Days

- All Thursdays
- November 13-17
- March 19-21

Bell Schedule

- Kindergarten: 8:15-11:45
- Grades 1-2 – 8:15-2:40
- Grades 3-8 – 8:15-3:10
- ** Recess – 10:15-10:45
- ** Lunch – 12:25-1:15
- Minimum Days – 8:15-12:45
- ** Recess – 10:15-10:45

Holidays and Non-Instructional Days
August 12-14 – Teacher Workdays
Sept 2 – Labor Day
October 14 – Teacher Workday
November 10 – Veteran’s Day
November 25-29 – Thanksgiving Break/No School
December 23-Jan 3 – Winter Break/No School
January 20 – MLK Day
February 17-21 – Presidents Week
March 23-April 1 – Spring Break
March 21 - Teacher Workday
May 26 – Memorial Day
Board of Trustees Meetings
August 16, Annual Meeting of the BOT – River
September 13, Regular BOT Meeting – River
October 11, Regular BOT Meeting – River
November 8, Regular BOT Meeting – River
December 13, Regular BOT Meeting – River
January 17, Regular BOT Meeting – River
February 14, Regular BOT Meeting – Orchard
March 13, Regular BOT Meeting – Orchard
April 10, Regular BOT Meeting – Orchard
May 8, Regular BOT Meeting – Orchard
May 22, Regular BOT Meeting – Orchard
June 5, Regular BOT Meeting – Orchard
Finance Committee Meetings
September 6, Finance Meeting (River)
October 4, Finance Meeting (River)
November 1, Finance Meeting (River)
December 6, Finance Meeting (River)
February 7, Finance Meeting (Orchard)
March 6, Finance Meeting (Orchard)
May 1, Finance Meeting (Orchard)
Festivals and Community Events*
September 2 – Chalk It Up (Fremont Park)
September 21 – Parent Enrichment (River)
October 5 – Grandparents Day (Orchard)
October 11 – Town Hall (River)*
October 10 – Grandparents Day (River)
November 4 – Festival of Light (River)
January 25 – Parent Enrichment (River)
February 3 – Journey Around the World (Orchard)
March 14 – Parent Enrichment (Orchard)
April 27 – May Day Festival (River)
May 4 – May Day Festival (Orchard)

Fundraising*
<i>August, September, October, November No Class Fundraisers</i>
October 26 – Eagle Chase (Orchard)
October 27 – Eagle Chase (River)
November 1-17 – Square1Art
November 27-Dec 1 – Week of Giving
<i>May, June, July – No Class Fundraisers</i>
June 28-July 4 – Fireworks Booth
*Subject to change without board approval



Golden Valley	Kinder	Grades	Grades	Grades
		1 - 3		4 - 8
REGULAR DAYS:		Grade 1 & 2	Grade 3 only	4-8
Start	8:15 AM	8:15 AM	8:15 AM	8:15 AM
End	11:45 AM	2:40 PM	3:10 PM	3:10 PM
Number of Hours	3:30	6:25	6:55	6:55
TOTAL NUMBER OF MINUTES - Regular Days	210	385	415	415
Less Recess 10:15-10:45	--	(30)	(30)	(30)
Less Lunch 12:25-1:15		(50)	(50)	(50)
ACTUAL DAILY INSTRUCTIONAL MINUTES	210	305	335	335
Number of Regular Days	175	132	132	132
Annual Minutes - Regular Days	36,750	40,260	44,220	44,220
MINIMUM DAYS:				
Start		8:15 AM	8:15 AM	8:15 AM
End		12:45 PM	12:45 PM	12:45 PM
Number of Hours	0:00	4:30	4:30	4:30
TOTAL NUMBER OF MINUTES - Minimum Days	0	270	270	270
Less Recess 10:15-10-10:45	--	(30)	(30)	(30)
Less Lunch 12:25-1:15				
ACTUAL DAILY INSTRUCTIONAL MINUTES	0	240	240	240
Number of Minimum Days		43	43	43
Annual Minutes - Minimum Days	0	10,320	10,320	10,320
TOTAL ANNUAL INSTRUCTIONAL MINUTES	36,960	50,580	54,540	54,540
Required Number of Minutes	36,000	50,400	50,400	54,000
(Under) / Over	960	180	4,140	540

Golden Valley Orchard
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	6550 Filbert Ave. Orangevale, CA , 95662-4112	Principal:	Becky Page, Principal
Phone:	(916) 987-1490	Grade Span:	K-8

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.

About This School

Becky Page, Principal

📍 Principal, Golden Valley Orchard

About Our School



Orchard School thrived in the 2022-2023 school year, embracing Waldorf principles, seasonal festivals, and community-building. Events like Courage Day, Winter Gathering/Bowls for Peace, May Festival, and the revived Multi-Cultural Festival, Journey Around the World, enriched the school experience, celebrating diversity and fastening global awareness.

New programs, including the Expanded Learning Opportunities Program (ELO-P), Universal Meal Program, and the Mindfulness Room, showcased a commitment to holistic education and student wellbeing. ELO-P offered before and after-school enrichment, featuring activities like gardening, that has not only enhanced academics but also beautified the school. The Universal Meal Program ensured that all students had access to nutritious meals, promoting a healthy and inclusive atmosphere.

The collaborative effort of faculty and parents implementing the Positive Behavior Interventions and Supports (PBIS) system underscored the commitment to a positive and unified community. Orchard School's dedication to growth and development, academically and emotionally, was evident through various initiatives, creating a vibrant and nurturing environment where students thrived.

Contact

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

Phone: [\(916\) 987-1490](tel:9169871490)

Email: bpage@goldenvalleycharter.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	San Juan Unified
Phone Number	(916) 971-7700
Superintendent	Bassanelli, Melissa
Email Address	mbassanelli@sanjuan.edu
Website	www.sanjuan.edu

School Contact Information (School Year 2023–24)

School Name	Golden Valley Orchard
Street	6550 Filbert Ave.
City, State, Zip	Orangevale, CA , 95662-4112
Phone Number	(916) 987-1490
Principal	Becky Page, Principal
Email Address	bpage@goldenvalleycharter.org
Website	www.goldenvalleycharter.org
County-District-School (CDS) Code	34674470132399

Last updated: 1/8/24

School Description and Mission Statement (School Year 2023–24)

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.

Our Mission

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

Our Vision

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

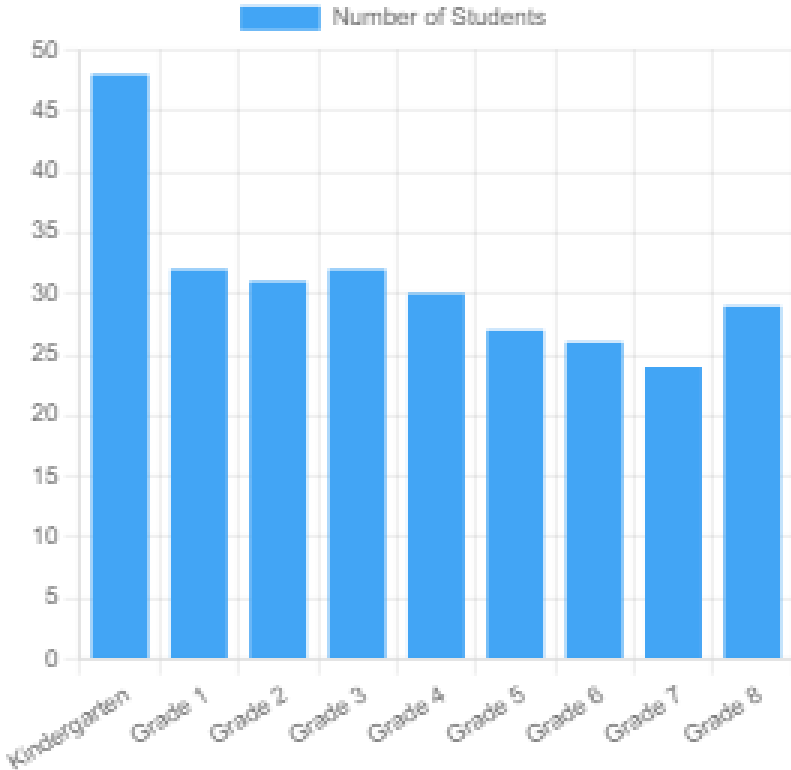
Strategic Plan

All community members - faculty, administration, staff, parents and students - are asked to make themselves familiar with this document. Full strategic plan: [Golden Valley Strategic Plan](#)

Last updated: 1/11/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	48
Grade 1	32
Grade 2	31
Grade 3	32
Grade 4	30
Grade 5	27
Grade 6	26
Grade 7	24
Grade 8	29
Total Enrollment	279



Last updated: 1/11/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.70%
Male	52.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.40%
Black or African American	0.40%
Filipino	0.70%
Hispanic or Latino	17.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.20%
White	73.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	29.70%
Students with Disabilities	8.60%

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/Incomplete/NA	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: 1/11/24

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)	11.20	82.30%	1946.10	78.12%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	7.32%	21.60	0.87%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	80.70	3.24%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	243.50	9.78%	11953.10	4.28%
Unknown/Incomplete/NA	1.40	10.31%	199.10	8.00%	15831.90	5.67%
Total Teaching Positions	13.60	100.00%	2491.10	100.00%	279044.80	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: 1/11/24

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

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

Last updated: 11/2/23

**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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	0%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades 7-8: Voyages in English Grammar and Writing, Loyola Press</p> <p>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.</p>		0
Mathematics	<p>Grades 6-8: Math in Focus, Singapore Math, Marshall Cavendish</p> <p>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.</p>		0
Science	<p>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.</p>		0
History-Social Science	<p>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.</p>		0
Foreign Language	N/A		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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.		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.		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/11/24

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: 1/11/24

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: 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: 1/11/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	46%	46%	43%	42%	47%	46%
Mathematics (grades 3-8 and 11)	30%	30%	29%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered
 assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	164	98.80%	1.20%	46.34%
Female	82	82	100.00%	0.00%	50.00%
Male	84	82	97.62%	2.38%	42.68%
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	21	95.45%	4.55%	57.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	14	14	100.00%	0.00%	35.71%
White	127	126	99.21%	0.79%	45.24%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	55	100.00%	0.00%	43.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	16	88.89%	11.11%	12.50%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	165	99.40%	0.60%	30.30%
Female	82	82	100.00%	0.00%	28.05%
Male	84	83	98.81%	1.19%	32.53%
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	21	95.45%	4.55%	19.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	14	14	100.00%	0.00%	42.86%
White	127	127	100.00%	0.00%	29.92%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	55	100.00%	0.00%	18.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	17	94.44%	5.56%	17.65%

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 CAA divided by the total number of students who participated in both assessments. Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	29.41%	34.55%	30.55%	30.86%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	55	98.21%	1.79%	34.55%
Female	27	27	100.00%	0.00%	37.04%
Male	29	28	96.55%	3.45%	32.14%
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	42	42	100.00%	0.00%	30.95%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	23.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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 2022–23)

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	89%	93%	74%	96%	96%
7	92%	96%	54%	96%	96%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2023–24)

Parent Circle Meetings – monthly
Class Meetings - twice per year or more
School Festivals - 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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	283	85	30.0%
Female	136	133	42	31.6%
Male	158	150	43	28.7%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	2	1	50.0%
Black or African American	2	1	0	0.0%
Filipino	2	2	0	0.0%
Hispanic or Latino	50	50	13	26.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	20	20	3	15.0%
White	218	208	68	32.7%
English Learners	9	8	1	12.5%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	91	89	42	47.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	30	29	14	48.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	1.75%	2.72%	0.10%	4.48%	4.53%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.06%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.72%	0.00%
Female	0.00%	0.00%
Male	5.06%	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	6.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.29%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.49%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.67%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

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

Link to 2022-23 [Safety Plans](#).

Last updated: 1/11/24

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	2	0
1	32.00	0	1	0
2	31.00	0	1	0
3	32.00	0	1	0
4	30.00	0	2	0
5	27.00	0	1	0
6	24.00	0	2	0
Other**	53.00	0	0	2

* 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.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
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: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11676.00	\$1337.00	\$10339.00	\$80362.00
District	N/A	N/A	\$9381.25	\$80362.00
Percent Difference – School Site and District	N/A	N/A	9.71%	-40.19%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	30.45%	-48.70%

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

Last updated: 1/11/24

Types of Services Funded (Fiscal Year 2022–23)

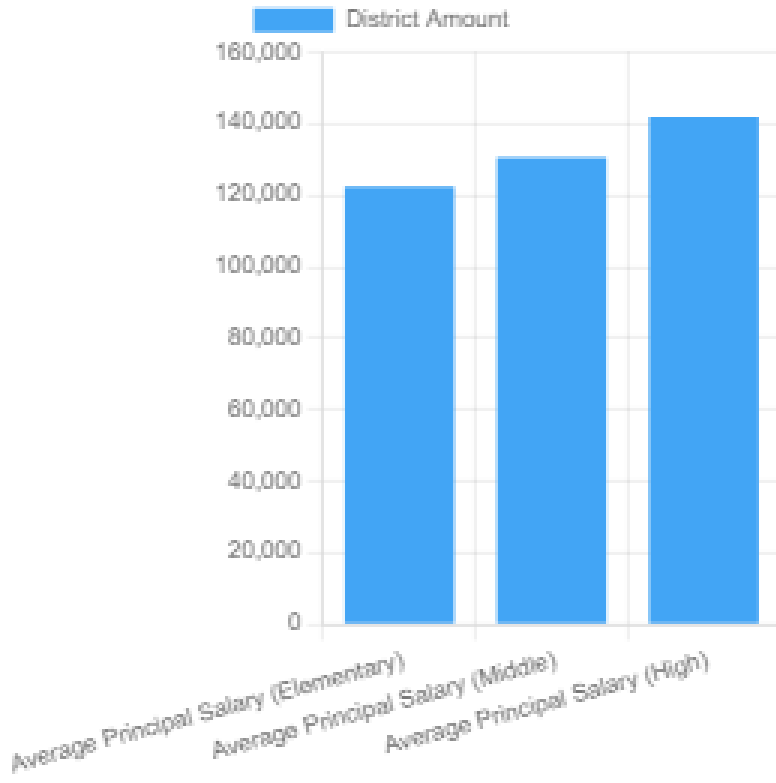
The LEA offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. The arts-integrated approach provides for multiple 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: 1/11/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47500.00	\$55549.60
Mid-Range Teacher Salary	\$70000.00	\$80702.84
Highest Teacher Salary	\$100000.00	\$109417.68
Average Principal Salary (Elementary)	\$122250.00	\$137703.47
Average Principal Salary (Middle)	\$130430.00	\$143759.63
Average Principal Salary (High)	\$141779.00	\$159020.77
Superintendent Salary	\$324066.00	\$319442.91
Percent of Budget for Teacher Salaries	33.42%	30.35%
Percent of Budget for Administrative Salaries	5.41%	4.87%

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



Last updated: 1/11/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Last updated: 1/11/24

Golden Valley River
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	9601 Lake Natoma Dr. Orangevale, CA , 95662-5022	Principal:	Ryan Sutton, Principal
Phone:	(916) 987-6141	Grade Span:	K-8

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.

About This School

Ryan Sutton, Principal

📍 Principal, Golden Valley River

About Our School



The 2022-2023 school year witnessed positive developments and resilience at River School as it successfully navigated the post-pandemic landscape. The establishment of the Renewal Room exemplified a thoughtful response to the emotional well-being of students, providing a dedicated space for support and rejuvenation. The revival of regular events, volunteerism, and increased parent engagement signaled a renaissance of the vibrant campus life that has always been integral to the River School experience. The intentional focus on the garden as a central hub for educational enhance classes introduced an extra layer of learning and growth to the school environment. Witnessing a commitment to continuous improvement and prioritization of the well-being of the school community was not only heartening but underscored a forward-looking approach. The demonstrated respect and care for all reflected the inclusive and supportive culture that River School has long fostered. Undoubtedly, this unity and sense of community will remain a perpetual source of strength as the school continues its journey forward.

Contact

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

Phone: [\(916\) 987-6141](tel:9169876141)

Email: rsutton@goldenvalleycharter.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	San Juan Unified
Phone Number	(916) 971-7700
Superintendent	Bassanelli, Melissa
Email Address	mbassanelli@sanjuan.edu
Website	www.sanjuan.edu

School Contact Information (School Year 2023–24)

School Name	Golden Valley River
Street	9601 Lake Natoma Dr.
City, State, Zip	Orangevale, CA , 95662-5022
Phone Number	(916) 987-6141
Principal	Ryan Sutton, Principal
Email Address	rsutton@goldenvalleycharter.org
Website	www.goldenvalleycharter.org
County-District-School (CDS) Code	34674470114983

Last updated: 1/11/24

School Description and Mission Statement (School Year 2023–24)

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.

Our Mission

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

Our Vision

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

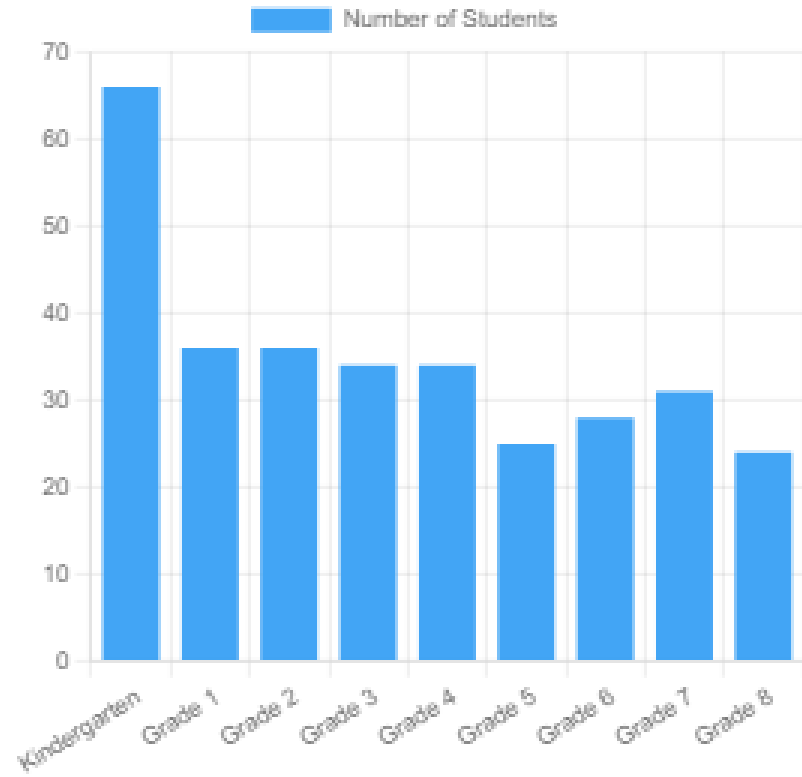
Strategic Plan

All community members - faculty, administration, staff, parents and students - are asked to make themselves familiar with this document. Full strategic plan: [Golden Valley Strategic Plan](#)

Last updated: 1/11/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	66
Grade 1	36
Grade 2	36
Grade 3	34
Grade 4	34
Grade 5	25
Grade 6	28
Grade 7	31
Grade 8	24
Total Enrollment	314



Last updated: 1/11/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.80%
Male	52.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.50%
Black or African American	1.30%
Filipino	0.30%
Hispanic or Latino	21.00%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	6.10%
White	67.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.50%
Foster Youth	0.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	33.40%
Students with Disabilities	8.60%

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/Incomplete/NA	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: 1/9/24

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)	12.50	85.21%	1946.10	78.12%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	21.60	0.87%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	80.70	3.24%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	243.50	9.78%	11953.10	4.28%
Unknown/Incomplete/NA	2.10	14.72%	199.10	8.00%	15831.90	5.67%
Total Teaching Positions	14.60	100.00%	2491.10	100.00%	279044.80	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: 1/9/24

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

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

Last updated: 11/2/23

**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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	0%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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	<p>Grades 7-8: Voyages in English Grammar and Writing, Loyola Press</p> <p>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.</p>	No	0
Mathematics	<p>Grades 6-8: Math in Focus, Singapore Math, Marshall Cavendish</p> <p>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.</p>	Yes	0
Science	<p>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.</p>		0
History-Social Science	<p>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.</p>		0
Foreign Language	N/A		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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.		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.		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/11/24

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: 1/11/24

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: 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	Good
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Last updated: 1/11/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	36%	45%	43%	42%	47%	46%
Mathematics (grades 3-8 and 11)	17%	18%	29%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/11/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	176	173	98.30%	1.70%	44.77%
Female	85	83	97.65%	2.35%	60.24%
Male	91	90	98.90%	1.10%	30.34%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50%	2.50%	48.72%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	117	116	99.15%	0.85%	44.35%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	69	67	97.10%	2.90%	35.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	20	95.24%	4.76%	25.00%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/11/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	176	172	97.73%	2.27%	18.02%
Female	85	83	97.65%	2.35%	22.89%
Male	91	89	97.80%	2.20%	13.48%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00%	0.00%	15.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	117	115	98.29%	1.71%	19.13%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	69	68	98.55%	1.45%	10.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	20	95.24%	4.76%	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 CAA divided by the total number of students who participated in both assessments. Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/11/24

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	23.91%	29.17%	30.55%	30.86%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	48	97.96%	2.04%	29.17%
Female	24	23	95.83%	4.17%	34.78%
Male	25	25	100.00%	0.00%	24.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	12	12	100.00%	0.00%	41.67%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	31	100.00%	0.00%	22.58%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	18	18	100.00%	0.00%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2022–23)

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	92%	100%	56%	88%	100%
7	97%	97%	65%	100%	97%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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 2023–24)

Parent Circle Meetings – monthly
Class Meetings - twice per year or more
School Festivals - 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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	320	317	88	27.8%
Female	154	152	38	25.0%
Male	166	165	50	30.3%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	8	8	0	0.0%
Black or African American	4	4	0	0.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	66	66	23	34.8%
Native Hawaiian or Pacific Islander	1	1	0	0.0%
Two or More Races	22	22	9	40.9%
White	215	213	56	26.3%
English Learners	8	8	4	50.0%
Foster Youth	6	6	4	66.7%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	114	113	38	33.6%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	35	34	12	35.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.91%	1.88%	0.10%	4.48%	4.53%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.06%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88%	0.00%
Female	0.65%	0.00%
Male	3.01%	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	1.52%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.33%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.51%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.71%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

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

Link to 2022-23 [Safety Plans](#).

Last updated: 1/11/24

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	2	0
1	31.00	0	1	0
2	32.00	0	1	0
3	32.00	0	1	0
4	30.00	0	2	0
5	25.00	0	1	0
6	28.00	0	2	0
Other**	41.00	1	0	2

* 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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* 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: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
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: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12622.00	\$1318.00	\$11304.00	\$64498.00
District	N/A	N/A	\$9381.25	\$80362.00
Percent Difference – School Site and District	N/A	N/A	18.59%	-21.90%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	39.10%	-30.70%

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

Types of Services Funded (Fiscal Year 2022–23)

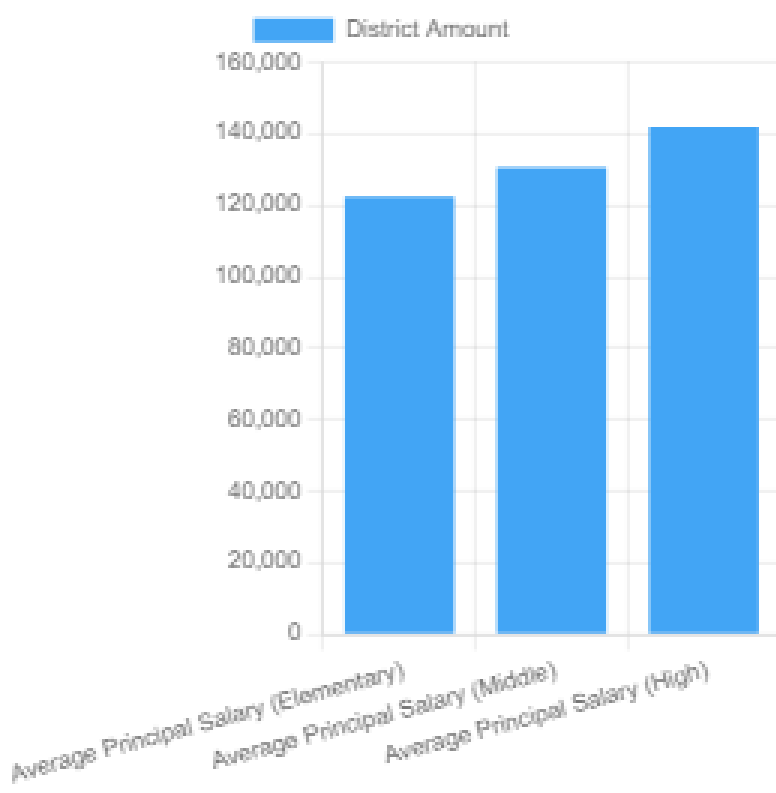
The LEA offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. Middle school students are leveled based on math 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: 1/9/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47500.00	\$55549.60
Mid-Range Teacher Salary	\$70000.00	\$80702.84
Highest Teacher Salary	\$100000.00	\$109417.68
Average Principal Salary (Elementary)	\$122250.00	\$137703.47
Average Principal Salary (Middle)	\$130430.00	\$143759.63
Average Principal Salary (High)	\$141779.00	\$159020.77
Superintendent Salary	\$324066.00	\$319442.91
Percent of Budget for Teacher Salaries	33.42%	30.35%
Percent of Budget for Administrative Salaries	5.41%	4.87%

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



Last updated: 1/9/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Last updated: 1/9/24

Happy New Year, and welcome back to the second half of the school year! It's truly beginning to feel more and more like winter with the cold days. Several Orchard teachers were down in Southern California last Friday-Tuesday working on their Waldorf training in the Building Bridges Program. Mrs. Oi wanted to extend gratitude for the training. It went very well. They worked with a couple of Antioch instructors on Eurythmy, form drawing, math, geography and overall Anthroposophical and teaching questions. They also talked about parent and teacher relations. It is a blessing to have this available, and they are very grateful! Others went to the Alliance conference hosted at the River Campus all weekend. Hopefully, new inspirations were had by all who attended.

Second grade, Madrona Tree class, are now facing the 9-year change and moving toward 3rd grade. The students now have higher expectations in academic work and social and emotional work.

Third grade, Baobab Tree, are researching shelters from around the world and progressing with sentence writing and spelling. They are also working on multi-digit addition and subtraction with borrowing and carrying over, using the inverse operation to check answers. Learning and practicing cursive happens on Tuesdays and calendar making happens on Thursdays. In Practical Arts, the students are exploring the different types of wool and other fibers, carding them and spinning them into yarn.

Sixth grade, Sequoia class, finished Personal Growth last week and today they started a block on astronomy. They have also started working on their class play, *The Little Prince*, which will be performed on February 15th. They will also be performing at the Friday Gathering this week.

Eighth Grade, Ponderosa class, is beginning their block on Platonic Solids this week. They just finished their short story block where the students studied and wrote children's picture books. They are planning the big 8th grade trip for the spring and are deep into 8th grade projects. In December, they had their class play, *A Christmas Carol*, which the kids all considered a huge success.

In other news, there is a campus clean-up scheduled for Saturday, January 27th from 10-2, rain or shine. Student Council is working on getting lines drawn on the field for soccer. The festival committee led by the early childhood educators are gearing up for *The Journey Around the World Festival* coming up on Saturday, February 3rd from 11-2. They are still seeking parent volunteers to make sure it's a huge success for the children.

Submitted by Heather Peery, Resource Specialist/Faculty Chair

River Faculty Chair Report
AJ Lacoste
January 16, 2024

Not much has changed since our last meeting, as the Holiday break filled much of this time. However, we had a wonderful spirit week highlighted by the hilarious "Dress Like a Teacher Day". There were Five Mr. Lacostes running the show that day, but I also saw mini-versions of Mrs. Petty, Mr. Flexman, Mrs. Strawn, Mrs. Pegan, and so many more. Second grade's Santa Lucia offering was absolutely precious and the Fratello Marionettes performance of "Peter and the Wolf" was amazing! On the last day before the break, the school was treated to our annual Holiday Sing-Along featuring a brand-new playlist. As you can imagine, there was a great deal of spirit and excitement in the air. And, as you can also imagine, there was not a great deal of excitement in the air coming back to school in 2024. However, we are starting to regain rhythm and normality, at least the children are. Administration and support staff are busily preparing for this week's Alliance Conference while teachers are frantically cleaning classrooms for our 160 visitors this weekend. Yes indeed, we are off to a fast start in 2024!



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT
Submitted by Caleb Buckley, EdD

January 17, 2024

K-8 Tuition for Public Waldorf Schools

Golden Valley was the center of the Public Waldorf universe as over 180 teachers attended the annual conference at the River School. The Alliance for Public Waldorf Education conducted their board meeting at Orchard School last Friday and received a campus tour and got to see 5th grade in the assembly. On Friday night, founders from the movement spoke on a panel in the River MP room. With 120 people on-line, the almost 200 participants on Saturday and Sunday used every room on campus to discuss such topics as teacher training, collaborative leadership, curriculum alignment and student support. The GVCS staff really shined in preparing and delivering this conference to the movement.

Our other administrative priorities this month include the mid-year LCAP update, the safety plans, recruiting for 2024-25, and kicking off the new enrollment season. Annual reports will be distributed at the board meeting.



ON CAMPUS



Orchard School – Orchard School is proud to hold four nominations for the 2023 Best of Orangevale. Orchard Campus was nominated for Best School, Mrs. Watkins (aka Miss Todd) AND Ms. Hidden were nominated for Best Teacher and Mrs. Page was nominated for Best Principal. December ended in great joy with our spirit week. Students, faculty and staff dressed in different decades, as each other on twin day, in fun and creative sweaters and in pajamas for our Annual School Sing-along. The PBIS team has just begun our training to bridge from Tier 1 to Tier 2 support. This training includes how to make data-based decisions and problem-solving. As we continue with PBIS, our Tier 1 team will focus on schoolwide expectations and positive feedback for students. The Tier 2 team will focus on students who need a bit more than this. Training continued for Orchard teachers this month with a group of teachers traveling to Southern California for Waldorf Teacher Training through Antioch College. We are pleased to support our employees through this endeavor. We couldn't do it without the support of our community assisting financially by giving to our Annual Giving Campaign.



River School - This past weekend, our River campus had the honor of hosting the Alliance for Public Waldorf Education Conference. The last time this conference was held in person was back in 2019, prior to the pandemic. With approximately 175 attendees, there were public Waldorf educators from Alaska and Hawaii, all the way to Florida and New Hampshire. There was a palpable sense of unity and renewal in our mission to bring the core principles of Waldorf education to the public-school setting. There was a great balance of whole-group panel discussions as well as break-out groups that covered an incredibly broad range of topics from chalkboard drawing and movement to curriculum and administration. It was an amazing feeling to be surrounded by so many like-minded people who share our same mission and vision, as well as the same challenges. We look forward to next year's conference which will be held at Ocean Charter school in Southern California!

The virtue we celebrate for the month of January is simplicity, a cornerstone of Waldorf education. In our fast-paced world, simplicity serves as a guiding principle that helps us find balance, appreciate the beauty in the everyday, and foster a deep connection with the world around us. In our classrooms, we encourage students to simplify their surroundings, thoughts, and actions, allowing them to focus on what truly matters. As we engage in various activities and lessons throughout the month, we will explore the profound wisdom that simplicity brings to our lives.

ACCOUNTABILITY & COMPLIANCE

Governor Newsom released his budget on January 10th proposing a mostly status quo budget for schools. Key details of the Governor's budget of interest to charter schools include:

- Fully funding a small, 0.76 percent statutory cost-of-living increase (COLA) for the Local Control Funding Formula (LCFF) and many other state education funding programs, including Special Education.
- Maintaining funding for several recent and ongoing program expansions, including universal transitional kindergarten, the Expanded Learning Opportunities Program (ELO-P), and universal free school meals.
- Cutting funding for reimbursing so-called “other” costs in the Charter School Facilities Grant Program (CSFGP) by \$30 million. The governor separately proposes augmenting CSFGP with a COLA and \$6.6 million to fund growth in demand for the baseline lease reimbursement program.
- Reducing a prior one-time commitment for the School Facilities Program by \$500 million while deferring \$550 million for the Full-Day Kindergarten Facilities Program.

ENROLLMENT

Enrollment for the 2023-24 school year is now closed.

Open Enrollment for the 2024-25 school year will begin in January. Parent Information Meetings (PIM) are scheduled for January and February for families to learn more about GVCS and learn how to apply. Out lottery will be held on March 13, 2024.

- River School PIM: 1/17, 1/31, 2/14
- Orchard School PIM: 1/18, 1/29, 2/12
- River Home Study Hybrid PIM: 1/24 (Zoom), 2/6



December Enrollment and Attendance – Orchard					
	Current Enrollment	ADA	Movement	<i>23/24 Budget Assumptions</i>	
TK	16	85 %	0		
K	38	88 %	2		
ABK	22	n/a	-		
OBK	21	n/a	2		
MBK	11	n/a	-		
1	43	82 %	1		
2	24	94 %	2		
3	30	89 %	0		
4	30	82 %	0		
5	30	91 %	0		
6	24	83 %	0		
7	28	78 %	0		
8	28	81 %	(1)		
Total	291	85 %	6	<i>304</i>	<i>92 %</i>

December Enrollment and Attendance – River							
	Current Enrollment	ADA	Movement	<i>23/24 Budget Assumptions</i>			
TK	27	85 %	0				
K	37	88 %	+1				
CBK	20	n/a	+1				
LBK	22	n/a	0				
PBK	22	n/a	0				
1	30	85 %	0				
2	28	85 %	(2)				
3	30	88 %	0				
4	30	86 %	0				
5	30	86 %	0				
6	26	81 %	0				
7	26	89 %	(1)				
8	28	88 %	0				
HS 1	1	100 %	0				
HS 2	4	100 %	0				
HS 3	3	100 %	(1)				
HS 4	32	100 %	(1)			<i>Enrollment</i>	<i>ADA</i>
Total	302	87 %	+2, (5)			<i>317</i>	<i>95 %</i>

MARKETING & DEVELOPMENT

Marketing & Communications

- Marketing is focused on Open Enrollment 24-25
 - PIMs set for Jan - Feb. Social Media Ads and Radio Ads
 - Community Giving Day at Whole Foods Market in Folsom Outreach Table
 - Posting actively Social Media to keep followers engaged. Showcasing all grades and the various programs.
 - Outreach through Enrollment Coordinator to Preschools for Open Enrollment PIM dates and an Educators Tea with Kindergarten Teachers
 - Gallery of Middle School art on Display at SchoolsFirst Bank on Main Ave through January 2024


Development/FundraisingSPRING ART AUCTION & GALA

- Sponsorship acquirement with local businesses, community partners, and current community family businesses.
- Save the Date went out in December
- Gala Committee Team meeting & website for the Gala tickets underway for end of January 2024
- Art Auction Class Offerings are being created and silent auction items acquired
- Grandparents will receive email of Save the Date and ticket purchases

ANNUAL GIVING CAMPAIGN

- ParentSquare end of year letter with Annual Report 2023 communicated in school newsletters and as a single ParentSquare message
- Grandparent emails will receive an Annual Report 2023
- Social Media post of the Annual Report will go out in January along with end of year statements for each donor
- A banner meter is up at each school to inform the community of the fundraising need and support in AGC
- A “why I give” video of our loyal and consistent donors will be created and shown at the Gala for recognition, appreciation, and connection of why we choose to have Golden Valley Charter Schools as our education choice

FUNDRAISING with GVEF

- Spring Gala update and ticketing software discussion
 - Looking into future fundraisers for 2024/2025 calendar
- 

SCHOOL	Donors/Household Participation %	YTD Rec'd (FY23/24)	<i>Projected AGC Receivables 23/24 FY End</i>	Goal
GVOS	114/291	\$27,274	\$42,123	\$100,000
GVRS	185/303	\$53,423	\$86,000	\$100,000
General Donation	n/a	\$400	\$400	~
Total	299/594	\$81,097	\$128,400	\$200,000

