



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

October 9, 2024

**Board Meeting Access Information**

**Date:** Wednesday, October 9, 2024  
**Time:** 5:00 p.m.  
**Primary Location:** **Golden Valley River School, Room 5, 9601 Lake Natoma Dr, Orangevale, CA 95662**

**Remote Location:** Golden Valley Orchard, Room 9, 6550 Filbert Ave, Orangevale, CA 95662

**Zoom Link:** Topic: BOT 2024.10.09  
Time: Oct 9, 2024 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/88916022425?pwd=muJE94MvgcitCaTAMG0acVSZvZgVWx.1>

Meeting ID: 889 1602 2425

Passcode: 825582

One tap mobile

+16699009128,,88916022425#,,,,\*825582# US (San Jose)

Dial by your location

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Find your local number: <https://us02web.zoom.us/j/88916022425>

*This meeting is being conducted in person and will 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@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.*

October 9, 2024  
Regular Meeting Agenda

1. **Call to Order** – 5:00p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 5:00 p.m.  
**Board Members:** Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen.
3. **Board Member Exigencies and Remote Attendance** – 5:01 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** – 5:05 p.m. *(C. Buckley)*
5. **Public Comment** – 5:06 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**– 5:26 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 September 11, Regular Meeting Minutes?**
7. **Status of the 24/25 Budget for Golden Valley Orchard (GVOS)** – 5:30 p.m. *(S. Lefkowitz)*  
**Discussion:** The board will discuss the status of the 2024/2025 Golden Valley Orchard School budget.
8. **Status of the 24/25 Budget for Golden Valley River (GVRS)** – 5:40 p.m. *(S. Lefkowitz)*  
**Discussion:** The board will discuss the status of the 2024/2025 Golden Valley River School budget.
9. **CAASPP Review for Golden Valley Orchard (GVOS)** – 5:50 p.m. *(S. Lorenz)*  
**Discussion:** The board will receive a report on the 2023/2024 CAASPP for Golden Valley Orchard School.
10. **CAASPP Review for Golden Valley River (GVRS)** – 6:00 p.m. *(S. Lorenz)*

October 9, 2024

Discussion: The board will receive a report on the 2023/2024 CAASPP for Golden Valley River School.

11. **Golden Valley Educational Foundation 24/25 Budget** – 6:10 p.m. *(D. Cragun)*  
Action/Discussion: Shall the board approve the 2024/2025 budget for Golden Valley Education Foundation?
12. **Suspension and Expulsion Policy (Revised)** – 6:25 p.m. *(C. Buckley)*  
Action: Shall the board approve a revised Suspension and Expulsion Policy?
13. **Enrollment and Facility Needs** – 6:30 p.m. *(C. Buckley)*  
Discussion: The board shall discuss long range plans for the growth of enrollment and facility needs.
14. **Faculty Reports** – 6:45 p.m.  
Faculty Chair Report, Orchard: Orchard Faculty Chair, Jennifer Evans, will present items of interest to the board. *(J. Evans)*  
Faculty Chair Report, River: River Faculty Chair, Tavia Pagan, will present items of interest to the board.
15. **Executive Reports** – 6:55 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.
16. **Closed Session: Conference with Legal Counsel – Anticipated Litigation** – 7:05 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.
17. **Recitation of the Motto of the Social Ethic** – 8:00 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.
18. **Adjournment of the meeting** – 8:01 p.m. *(K. Gerski-Keller)*

September 11, 2024

Regular Meeting Minutes

1. **Board Chair Katie Gerski-Keller called the meeting to order at 5:08 p.m.**
2. **Roll Call –**  
**Board Members Present:** Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen.  
**Guests:** Caleb Buckley, Amala Easton, Tavia Pagan, Ryan Sutton, Jennifer Hoover, Geniel Bratton, Darryl Cragan, Becky Page (Orchard remote), Upekkha Evans (Orchard 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 read the Generosity Virtue card.
5. **Public Comment –**  
There were no public comments at River, Orchard, or virtually.
6. **Consent Agenda–**  
It was moved by Stephen Quadro and seconded by Adam Errington that the Board approve the following items by consent:
  - 6.1 The board approved the June 5, Regular Meeting Minutes.
  - 6.2 The board approved the June 5, Special Meeting Minutes.

**(Ayes: 3, Noes: 0, Abstain: 2, K. Gerski-Keller, Ekaterina Khmelniker)**

6.3 It was moved by Ekaterina Khmelniker and seconded by Adam Errington that the board approve the August 21, 2024, Annual Meeting Minutes.

**(Ayes: 4, Noes: 0, Abstain: 1, S. Quadro)**

It was moved by Stephen Quadro and seconded by Meredith Willsen that the board approve the following items by consent:

- 6.4 The board approved the 2024/2025 EPA Resolution for Golden Valley Orchard School.
- 6.5 The board approved the 2024/2025 EPA Resolution for Golden Valley River School.
- 6.6 The board approved the revised 2024/2025 Calendar for Golden Valley Charter Schools.
- 6.7 The board closed enrollment for 8<sup>th</sup> grade at Golden Valley Orchard School for the 2024/2025 school year.
- 6.8 The board closed enrollment for 8<sup>th</sup> grade at Golden Valley River School for the 2024/2025 school year.

September 11, 2024

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

7. **2023/2024 Unaudited Actuals for Golden Valley Orchard (GVOS) –**

It was moved by Stephen Quadro and seconded by Adam Errington that the board approve the 2023/2024 Unaudited Actuals for Golden Valley Orchard School.

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

8. **2023/2024 Unaudited Actuals for Golden Valley River (GVRS) –**

It was moved by Stephen Quadro and seconded by Adam Errington that the board approve the 2023/2024 Unaudited Actuals for Golden Valley River School.

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

9. **Faculty Reports –**

**Faculty Chair Report, Orchard:** Orchard Faculty Chair, Jennifer Evans, presented items of interest to the board.

**Faculty Chair Report, River:** River Faculty Chair, Tavia Pagan, presented items of interest to the board.

10. **Grow Schools Facility Proposal –**

Discussion: The board shall discuss a total project proposal from Grow Schools for the construction or renovation of a new school campus.

Action: Shall the board approve an initial contract with Grow Schools for phase one of new project feasibility and design?

11. **Golden Valley Educational Foundation Fiscal Report –**

Discussion: The president of the Golden Valley Educational Foundation presented a quarterly fiscal report to the board.

12. **Returning Employee Bonus –**

Action: Shall the board approve a one-time bonus for returning employees – bonus applies to all 2024/25 employees who worked full-time in 2023/2024 and earned over \$4,000 annually; it is calculated as a percentage based on 2023/2024 wages.

- a. 1% - total cost \$37,550
- b. 1.5% - total cost \$56,525
- c. 2% - total cost \$75,100

***TABLED/NO ACTION – THIS ITEM WILL RETURN AT THE DECEMBER MEETING***

13. **Faculty Reports –**

**Faculty Chair Report, Orchard:** Orchard Faculty Chair, Jennifer Evans, presented items of interest to the board.

**Faculty Chair Report, River:** River Faculty Chair, Tavia Pagan, presented items of interest to the board.

September 11, 2024

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. **Closed Session: Conference with Legal Counsel – Anticipated Litigation–**

The board went into closed session at 7:13 P.M. to discuss significant exposure to litigation pursuant to § 54956.9(b): 1 case.

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

17. **Chair Katie Gerski-Keller adjourned the meeting at**

Respectfully submitted by Amala Easton.

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**Katie Gerski-Keller, Chair**

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**Date**

# Golden Valley Orchard FY24-25 Budget

	CATEGORY	PY ACTUALS/FINAL BUDGET	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	VARIANCE
REVENUE	TOTAL ENROLLMENT		318	293	(25)
	AVERAGE DAILY ATTENDANCE		297.3	274.0	(23.4)
	State LCFF Revenue	3,138,669	3,425,594	3,219,968	(205,626)
	Federal Revenue	137,585	74,908	89,731	14,823
	Other State Revenue	825,310	550,462	616,110	65,648
	Local Revenue	55,650	120,000	120,000	-
	<b>TOTAL REVENUE</b>	<b>4,157,214</b>	<b>4,170,964</b>	<b>4,045,809</b>	<b>(125,155)</b>
EXPENSES	Certificated Salaries	1,190,406	1,286,488	1,178,436	(108,052)
	Classified Salaries	537,118	502,396	523,354	20,958
	Benefits	789,121	623,126	653,259	30,133
	<b>TOTAL PERSONNEL EXPENSES</b>	<b>2,516,645</b>	<b>2,412,010</b>	<b>2,355,050</b>	<b>(56,960)</b>
	Books and Supplies	327,817	277,200	277,200	-
	Services and Other Operating Expenses	1,335,612	1,472,689	1,442,710	(29,979)
	Capital Outlay	(2,865)	-	-	-
	Other Outgoing	-	-	-	-
	<b>TOTAL OTHER EXPENSES</b>	<b>1,660,565</b>	<b>1,749,889</b>	<b>1,719,910</b>	<b>(29,979)</b>
		<b>TOTAL EXPENSES</b>	<b>4,177,209</b>	<b>4,161,899</b>	<b>4,074,960</b>
SUMMARY	<b>SURPLUS\DEFICIT</b>	<b>(19,995.34)</b>	<b>9,065.00</b>	<b>(29,151.02)</b>	<b>(38,216)</b>
	<i>% of Expenses</i>	<i>-0.5%</i>	<i>0.2%</i>	<i>-0.7%</i>	
	BEGINNING FUND BALANCE	140,119	\$ 120,123	\$ 120,123	
	<b>ENDING BALANCE</b>	<b>120,123</b>	<b>\$ 129,188</b>	<b>\$ 90,972</b>	
	<i>% of Expenses</i>	<i>2.88%</i>	<i>3%</i>	<i>2%</i>	

	25-26	26-27
	321	321
	300.1	300.1
\$	3,579,362	\$ 3,668,001
\$	89,731	\$ 89,731
\$	548,395	\$ 539,515
\$	120,000	\$ 120,000
\$	<b>4,337,488</b>	<b>\$ 4,417,247</b>
\$	1,213,789	\$ 1,250,203
\$	539,055	\$ 555,227
\$	656,256	\$ 675,944
\$	<b>2,409,101</b>	<b>\$ 2,481,374</b>
\$	278,904	\$ 284,212
\$	1,506,729	\$ 1,529,501
\$	-	\$ -
\$	-	\$ -
\$	<b>1,785,633</b>	<b>\$ 1,813,713</b>
\$	<b>4,194,734</b>	<b>\$ 4,295,087</b>
	<b>142,753.76</b>	<b>122,160.33</b>
	3.4%	2.8%
\$	106,869	\$ 249,623
\$	<b>249,623</b>	<b>\$ 371,783</b>
	6%	9%

GRADE	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	25-26	26-27
<b>ENROLLMENT BY GRADE</b>				
TK	0	22	22	22
K	55	33	33	33
1	44	39	30	30
2	50	45	44	44
3	28	25	50	50
4	27	28	28	28
5	31	30	27	27
6	30	28	31	31
7	26	22	30	30
8	27	21	26	26
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
TOTAL	318	293	321	321

<b>DAILY ATTENDANCE RATE</b>				
TK	93.50%	93.50%	93.50%	93.50%
K	93.50%	93.50%	93.50%	93.50%
1	93.50%	93.50%	93.50%	93.50%
2	93.50%	93.50%	93.50%	93.50%
3	93.50%	93.50%	93.50%	93.50%
4	93.50%	93.50%	93.50%	93.50%
5	93.50%	93.50%	93.50%	93.50%
6	93.50%	93.50%	93.50%	93.50%
7	93.50%	93.50%	93.50%	93.50%
8	93.50%	93.50%	93.50%	93.50%
9	93.50%	93.50%	93.50%	93.50%
10	93.50%	93.50%	93.50%	93.50%
11	93.50%	93.50%	93.50%	93.50%
12	93.50%	93.50%	93.50%	93.50%
OVERALL AVG	93.50%	93.50%	93.50%	93.50%

<b>AVG DAILY ATTENDANCE BY GRADE</b>				
TK		20.57	20.6	20.6
K	51.43	30.86	30.9	30.9
1	41.14	36.47	28.1	28.1
2	46.75	42.08	41.1	41.1
3	26.18	23.38	46.8	46.8
4	25.25	26.18	26.2	26.2
5	28.99	28.05	25.2	25.2
6	28.05	26.18	29.0	29.0
7	24.31	20.57	28.1	28.1
8	25.25	19.64	24.3	24.3
9	-	-	-	-
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
TOTAL	297.3	273.96	300.1	300.1

<b>AVG DAILY ATTENDANCE BY GRADE RANGE</b>				
TK-3	165.50	153.34	167.37	167.37
4-6	82.28	80.41	80.41	80.41
7-8	49.56	40.21	52.36	52.36
9-12	-	-	-	-
TOTAL	297.33	273.96	300.14	300.14

UNDUPLICATED %	0.00%	0.00%	0.00%	<Use FCMAT Calculator
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PY P2 ADA	-
PY P2 TK-8	<Use FCMAT Calculator
PY P2 9-12	<Use FCMAT Calculator

SPED COUNT	-	-	-
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PY ENROLLMENT	271.30	<Use FCMAT Calculator
PY UNDUPLICATED		<Use FCMAT Calculator



ACCT	RESOURCE	ACCOUNT NAME	PY ACTUALS/FINAL BUDGET	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	VARIANCE	25-26	26-27
<b>LCFF</b>							<b>3.00%</b>	<b>3.00%</b>
8011		LCFF Revenues	2,212,967.00	2,443,097.00	2,309,828.00	(133,269.00)	2,588,601.00	2,677,240.00
8012	1400	Education Protection Account Revenue	54,260.00	59,466.00	54,791.00	(4,675.00)	60,027.00	60,027.00
8019		Prior Year Income/Adjustments	(56,400.00)			-		
8096		Charter Schools Funding In-Lieu of Property Taxes	927,841.82	923,031.00	855,349.00	(67,682.00)	930,734.00	930,734.00
<b>TOTAL LCFF REVENUE</b>			<b>3,138,668.82</b>	<b>3,425,594.00</b>	<b>3,219,968.00</b>	<b>(205,626.00)</b>	<b>3,579,362.00</b>	<b>3,668,001.00</b>

<b>FEDERAL</b>							<b>0.00%</b>	<b>0.00%</b>
8181	3310	Special Education - Entitlement		-	-	-	-	-
8182	3327	Special Education - Mental Health		-	-	-	-	-
8220	5310	Federal Child Nutrition Programs	52,163.36	39,000.00	39,000.00	-	39,000.00	39,000.00
8285	3310	LAUSD Federal SPED				-	-	-
8290		All Other Federal Revenue	46,103.00	-	-	-	-	-
8291	3010	Title I Federal Revenue	7,605.90	21,088.00	34,626.00	13,538.00	34,626.00	34,626.00
8292	4035	Title II	5,135.00	4,820.00	6,105.00	1,285.00	6,105.00	6,105.00
8293	4203	Title III Federal Revenue		-	-	-	-	-
8294	4127	Title IV	10,000.00	10,000.00	10,000.00	-	10,000.00	10,000.00
8295		Title V Federal Revenue		-	-	-	-	-
8299		Prior Year Federal Revenue	16,578.00			-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
80XX	---					-	-	-
<b>TOTAL FEDERAL REVENUE</b>			<b>137,585.26</b>	<b>74,908.00</b>	<b>89,731.00</b>	<b>14,823.00</b>	<b>89,731.00</b>	<b>89,731.00</b>

OTHER FEDERAL REVENUE ACCT BREAKDOWN

8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
<b>TOTAL OTHER FEDERAL REVENUE ACCT BREAKDOWN</b>			<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>OTHER STATE</b>							<b>0.00%</b>	<b>0.00%</b>
8520	5310	State Child Nutrition Program	79,464.44	91,000.00	91,000.00	-	91,000.00	91,000.00
8550		Mandated Block Grant	4,953.00	6,104.00	5,475.00	(629.00)	6,366.00	6,366.00
8560		State Lottery Revenue		-	-	-	-	-
8590		All Other State Revenues	419,311.00	229,912.00	301,542.00	71,630.00	226,884.00	218,004.00

8591	6030	SB 740 Revenue			-	-	-	-
8599		Prior Year State Income	72,705.78		-	-	-	-
8791	6500	SPED State/Other Transfers of Apportionments from District	160,121.00	149,411.00	149,411.00	-	149,411.00	149,411.00
8792	6500	SPED State/Other Transfers of Apportionments from County		-	-	-	-	-
8596	6010	ASES			-	-	-	-
8561	1100	Unrestricted Lottery	59,857.39	52,627.00	48,822.00	(3,805.00)	53,124.00	53,124.00
8562	6300	Restricted Lottery	28,897.26	21,408.00	19,860.00	(1,548.00)	21,610.00	21,610.00
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
<b>TOTAL OTHER STATE REVENUE</b>			<b>825,309.87</b>	<b>550,462.00</b>	<b>616,110.00</b>	<b>65,648.00</b>	<b>548,395.00</b>	<b>539,515.00</b>

OTHER STATE REVENUE ACCT BREAKDOWN

8590	6762	Arts & Music Block Grant	95,845.00	50,617.00	50,615.00	(2.00)		
8590	7435	Learning Recovery Block Grant		41,021.00	41,021.00	-	49,768.00	40,888.00
8590	6770	Prop 28		37,340.00	70,130.00	32,790.00	37,340.00	37,340.00
8590	2600	ELOP	100,934.00	100,934.00	117,243.00	16,309.00	117,243.00	117,243.00
8590	6546	State Mental Health			22,533.00	22,533.00	22,533.00	22,533.00
8590	6053	Universal Pre-K	55,968.00		-	-		
8590					-	-		
8590					-	-		
<b>TOTAL OTHER STATE REVENUE ACCT BREAKDOWN</b>			<b>252,747.00</b>	<b>229,912.00</b>	<b>301,542.00</b>	<b>71,630.00</b>	<b>226,884.00</b>	<b>218,004.00</b>

**LOCAL** **0.00%** **0.00%**

8639		Student Lunch revenue			-	-	-	-
8650		Rental Income			-	-	-	-
8660		Interest Income			-	-	-	-
8662		Net Increase/Decrease in Investment			-	-	-	-
8677		State Local SPED Revenue			-	-	-	-
8682		Foundation Grants/Donations	15,313.90		-	-	-	-
8684		Student Body (ASB) Fundraising Revenue			-	-	-	-
8685		School Site fundraising			-	-	-	-
8688		In Kind Contributions			-	-	-	-
8694		Field Trip Revenues			-	-	-	-
8698		E-rate Revenues			-	-	-	-
8699		All Other Local Revenue	40,336.00	120,000.00	120,000.00	-	120,000.00	120,000.00
8785		CMO Management Fee Income			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
<b>TOTAL LOCAL REVENUE</b>			<b>55,649.90</b>	<b>120,000.00</b>	<b>120,000.00</b>	<b>-</b>	<b>120,000.00</b>	<b>120,000.00</b>



20XX	---		-	-	-	-	-	
20XX	---		-	-	-	-	-	
20XX	---		-	-	-	-	-	
20XX	---		-	-	-	-	-	
<i>TOTAL CLASSIFIED EMPLOYEE EXPESSES</i>			537,117.70	502,396.00	523,354.48	20,958.48	539,055.11	555,226.77

<b>3000 - EMPLOYEE BENEFITS</b>					<b>3.00%</b>		<b>3.00%</b>	
3101	State Teachers' Retirement System, certificated positions	373,528.39	223,359.00	225,081.30	1,722.30	231,833.74	238,788.75	
3102	Employer STRS Classified		-	-	-	-	-	
3201	Employer PERS Certificated		-	-	-	-	-	
3202	Public Employees' Retirement System, classified positions	138,229.88	164,590.00	141,567.39	(23,022.61)	145,814.41	150,188.84	
3301	OASDI/Medicare Certificated, Unrestricted	27,167.57	39,076.71	17,087.32	(21,989.38)	17,599.94	18,127.94	
3302	OASDI/Medicare Classified	35,751.16	38,433.29	40,036.62	1,603.32	41,237.72	42,474.85	
3401	Health & Welfare Benefits, Certificated	114,607.96	100,218.00	115,000.00	14,782.00	118,450.00	122,003.50	
3402	Health & Welfare Benefits Classified	72,299.00	-	59,000.00	59,000.00	60,770.00	62,593.10	
3501	State Unemployment Insurance Certificated	3,861.43	18,297.00	9,761.00	(8,536.00)	1,870.48	1,926.59	
3502	State Unemployment Insurance Classified	4,622.18	1,816.00	9,988.00	8,172.00	1,870.48	1,926.59	
3601	Worker Compensation Insurance	19,053.17	34,824.02	24,747.16	(10,076.86)	25,489.57	26,254.26	
3602	Worker Compensation Insurance		2,511.98	10,990.44	8,478.46	11,320.16	11,659.76	
3701	OPEB benefits		-	-	-	-	-	
3702	OPEB benefits		-	-	-	-	-	
3901	Other Employee Benefits		-	-	-	-	-	
3902	Other Employee Benefits Classified		-	-	-	-	-	
3903	Other Employee Benefits		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
<i>TOTAL EMPLOYEE BENEFITS EXPESSES</i>			789,120.74	623,126.00	653,259.23	30,133.23	656,256.49	675,944.19
<i>TOTAL PAYROLL RELATED EXPENSES</i>			2,516,644.59	2,412,010.00	2,355,049.82	(56,960.18)	2,409,100.80	2,481,373.83

<b>4000 - BOOKS AND SUPPLIES</b>					<b>2.00%</b>		<b>2.00%</b>	
4200	Books and Other Reference Materials	133.45		-	-	-	-	
4215	CSI Materials			-	-	-	-	
4300	Materials and Supplies	29,609.58	21,000.00	21,000.00	-	21,420.00	21,848.40	
4315	Classroom Materials and Supplies	83,866.94	75,000.00	75,000.00	-	76,500.00	78,030.00	
4342	Materials for School Sponsored Athletics			-	-	-	-	
4381	Materials for Plant Maintenance			-	-	-	-	
4400	Noncapitalized Equipment	11,749.59	10,800.00	10,800.00	-	11,016.00	11,236.32	
4407	Student Educational Software			-	-	-	-	
4410	Software and Software Licensing	24,843.27	18,400.00	18,400.00	-	18,768.00	19,143.36	
4430	Noncapitalized Student Equipment	31,125.89	17,000.00	17,000.00	-	13,500.00	13,500.00	
4440	Student Event Materials			-	-	-	-	
4700	Food and Food Supplies	146,488.57	135,000.00	135,000.00	-	137,700.00	140,454.00	

40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-
40XX		---			-	-	-	-

<b>TOTAL BOOKS AND SUPPLIES</b>			327,817.29	277,200.00	277,200.00	-	278,904.00	284,212.08
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<b>5000 - SERVICES AND OTHER OPERATING EXPENSES</b>							<b>2.00%</b>	<b>2.00%</b>
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5100	Subagreements for Services				-	-	-	-
5200	Travel and Conferences	21,027.79	17,400.00	17,400.00	-	17,748.00	18,102.96	
5206	Parking Expense		-	-	-	-	-	
5210	Training and Development Expense	58,008.68	36,000.00	36,000.00	-	57,120.00	58,262.40	
5300	Dues and Memberships	8,905.89	8,760.00	8,760.00	-	8,935.00	9,114.00	
5400	Insurance	49,202.00	49,000.00	49,000.00	-	49,980.00	50,980.00	
5450	Property Taxes				-	-	-	
5500	Operation and Housekeeping Services	455.41	-	-	-	-	-	
5501	Utilities	8.74	47,858.00	47,858.00	-	48,816.00	49,792.00	
5505	Student Transportation/Field Trips				-	-	-	
5600	Space Rental/Leases Expense	312,708.92	324,900.00	324,900.00	-	331,398.00	338,026.00	
5601	Building Maintenance				-	-	-	
5602	Other Space Rental	500.00	375.00	375.00	-	382.00	390.00	
5603	Engagement Space Rental				-	-	-	
5605	Equipment Rental/Lease Expense	6,956.62	9,700.00	9,700.00	-	9,894.00	10,092.00	
5610	Equipment Repair	-	208.00	208.00	-	212.16	216.40	
5621	Facilities Costs				-	-	-	
5710	Transfer of Direct Costs				-	-	-	
5800	Professional/Consulting Services and Operating Expenditu	3,289.00	11,500.00	11,500.00	-	11,730.00	11,964.60	
5803	Banking and Payroll Service Fees	5.00	780.00	780.00	-	795.60	811.51	
5805	Legal Services	265.00	2,040.00	2,040.00	-	2,080.80	2,122.42	
5806	Audit Services	7,750.00	8,271.00	8,271.00	-	8,436.42	8,605.15	
5807	Legal Settlements				-	-	-	
5809	Employee Tuition Reimbursement				-	-	-	
5810	Educational Consultants	277,358.08	255,000.00	255,000.00	-	260,100.00	265,302.00	
5811	Student Transportation				-	-	-	
5812	Other Student Activities	12,585.21	4,000.00	4,000.00	-	4,080.00	4,161.60	
5813	Residential Placement				-	-	-	
5815	Advertising/Recruiting	319.12	250.00	250.00	-	255.00	260.10	
5820	Fundraising Expense	240.00	325.00	325.00	-	331.50	338.13	
5825	School Pathways				-	-	-	
5830	Field Trip Expenses	40,648.06	47,000.00	47,000.00	-	47,940.00	48,898.80	
5836	Transportation Services				-	-	-	
5842	Services Student Athletics	2,700.39	1,878.00	1,878.00	-	1,915.56	1,953.87	
5850	Scholarships Awarded				-	-	-	
5873	Financial Services	89,893.59	101,274.00	101,274.00	-	104,688.00	105,064.00	
5874	Personnel Services	1,903.76	1,530.00	1,530.00	-	1,560.60	1,591.81	

5875	District Oversight Fee	30,960.38	34,256.00	34,256.00	-	35,794.00	36,680.00
5877	IT Services			-	-	-	-
5885	Summer School Expenses			-	-	-	-
5890	Interest Expense/Fees	4,244.50		-	-	-	-
5891	Charter School Capital Fees			-	-	-	-
5892	ASB Activities Expense			-	-	-	-
5894	ASB Activities Expense			-	-	-	-
5899	CMO Management Fee Expense	392,185.14	489,344.00	459,365.20	(29,978.80)	481,076.00	484,881.00
5900	Communications (Tele., Internet, Copies,Postage,Messeng	10,148.24	8,800.00	8,800.00	-	8,976.00	9,155.52
5901	Marketing	3,342.49	12,240.00	12,240.00	-	12,484.80	12,734.50
5998	Unallocated Credit Card Expense			-	-	-	-
5999	Expense Suspense			-	-	-	-
50XX	---			-	-	-	-
50XX	---			-	-	-	-
50XX	---			-	-	-	-
50XX	---			-	-	-	-
50XX	---			-	-	-	-
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50XX	---			-	-	-	-
50XX	---			-	-	-	-
50XX	---			-	-	-	-
50XX	---			-	-	-	-
50XX	---			-	-	-	-
50XX	---			-	-	-	-
TOTAL SERVICES AND OTHER OPERATING EXPENSES		1,335,612.01	1,472,689.00	1,442,710.20	(29,978.80)	1,506,729.44	1,529,500.77
<b>6000 - CAPITAL OUTLAY</b>						<b>3.00%</b>	<b>3.00%</b>
6900	Depreciation Expense	(2,864.70)		-	-	-	-
6901	Amortization Expense			-	-	-	-
TOTAL CAPITAL OUTLAY EXPENSES		(2,864.70)	-	-	-	-	-
<b>7000 - OTHER OUTGOING</b>						<b>3.00%</b>	<b>3.00%</b>
7000	Miscellaneous Expense			-	-	-	-
7141	Special Education Encroachment District			-	-	-	-
7200	Other Transfer			-	-	-	-
7201	Write Off of Prior year assets			-	-	-	-
7299	All other Transfers			-	-	-	-
7310	Transfer of Indirect Costs			-	-	-	-
7438	Debt Service - Interest			-	-	-	-
7439	Debt Service Amortization			-	-	-	-
7619	Other Interfund Transfers out			-	-	-	-
TOTAL OTHER OUTGOING EXPENSES		-	-	-	-	-	-
TOTAL NON-PAYROLL EXPENSES		1,660,564.60	1,749,889.00	1,719,910.20	(29,978.80)	1,785,633.44	1,813,712.85
TOTAL EXPENSES		4,177,209.19	4,161,899.00	4,074,960.02	(86,938.98)	4,194,734.24	4,295,086.67
NET INCOME		(19,995.34)	9,065.00	(29,151.02)	(38,216.02)	142,753.76	122,160.33

# Golden Valley River FY24-25 Budget

	CATEGORY	PY ACTUALS/FINAL BUDGET	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	VARIANCE
	TOTAL ENROLLMENT		315	297	(18)
	AVERAGE DAILY ATTENDANCE		296.1	279.2	(16.9)
REVENUE	State LCFF Revenue	3,303,026	3,455,586	3,270,802	(184,784)
	Federal Revenue	132,238	87,016	87,930	914
	Other State Revenue	906,208	581,652	616,268	34,616
	Local Revenue	54,414	82,025	82,025	-
	<b>TOTAL REVENUE</b>	<b>4,395,886</b>	<b>4,206,279</b>	<b>4,057,025</b>	<b>(149,254)</b>
EXPENSES	Certificated Salaries	1,321,905	1,299,985	1,277,978	(22,008)
	Classified Salaries	583,950	631,050	554,207	(76,843)
	Benefits	887,595	696,223	700,086	3,863
	<b>TOTAL PERSONNEL EXPENSES</b>	<b>2,793,449</b>	<b>2,627,258</b>	<b>2,532,271</b>	<b>(94,987)</b>
	Books and Supplies	306,644	265,880	265,880	-
	Services and Other Operating Expenses	1,435,354	1,308,443	1,301,894	(6,549)
	Capital Outlay	(1,248)	-	-	-
	Other Outgoing	-	-	-	-
	<b>TOTAL OTHER EXPENSES</b>	<b>1,740,750</b>	<b>1,574,323</b>	<b>1,567,774</b>	<b>(6,549)</b>
	<b>TOTAL EXPENSES</b>	<b>4,534,200</b>	<b>4,201,581</b>	<b>4,100,045</b>	<b>(101,536)</b>
SUMMARY	<b>SURPLUS\DEFICIT</b>	<b>(138,314.17)</b>	<b>4,698.02</b>	<b>(43,019.92)</b>	<b>(47,718)</b>
	<i>% of Expenses</i>	-3.1%	0.1%	-1.0%	
	BEGINNING FUND BALANCE	886,962	\$ 748,647	\$ 748,647	
	<b>ENDING BALANCE</b>	<b>748,647</b>	<b>\$ 753,345</b>	<b>\$ 705,628</b>	
<i>% of Expenses</i>	17%	18%	17%		

	25-26	26-27
	337	357
	316.8	335.6
\$	3,808,713	\$ 4,155,878
\$	86,346	\$ 86,346
\$	508,702	\$ 513,770
\$	82,025	\$ 82,025
<b>\$</b>	<b>4,485,786</b>	<b>\$ 4,838,019</b>
\$	1,316,317	\$ 1,355,806
\$	570,834	\$ 587,959
\$	702,150	\$ 723,214
\$	2,589,300	\$ 2,666,979
\$	271,198	\$ 276,622
\$	1,362,092	\$ 1,420,592
\$	-	\$ -
\$	-	\$ -
\$	1,633,290	\$ 1,697,214
<b>\$</b>	<b>4,222,590</b>	<b>\$ 4,364,193</b>
	263,195.83	473,825.79
	6.2%	10.9%
\$	723,953	\$ 987,148
<b>\$</b>	<b>987,148</b>	<b>\$ 1,460,974</b>
	23%	33%

GRADE	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	25-26	26-27
<b>ENROLLMENT BY GRADE</b>				
TK	0	27	27	27
K	66	39	39	39
1	36	33	56	56
2	36	32	36	56
3	36	32	36	36
4	30	33	34	34
5	30	30	30	30
6	30	28	28	28
7	26	19	26	26
8	25	24	25	25
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
TOTAL	315	297	337	357

<b>DAILY ATTENDANCE RATE</b>				
TK	94.00%	94.00%	94.00%	94.00%
K	94.00%	94.00%	94.00%	94.00%
1	94.00%	94.00%	94.00%	94.00%
2	94.00%	94.00%	94.00%	94.00%
3	94.00%	94.00%	94.00%	94.00%
4	94.00%	94.00%	94.00%	94.00%
5	94.00%	94.00%	94.00%	94.00%
6	94.00%	94.00%	94.00%	94.00%
7	94.00%	94.00%	94.00%	94.00%
8	94.00%	94.00%	94.00%	94.00%
9	94.00%	94.00%	94.00%	94.00%
10	94.00%	94.00%	94.00%	94.00%
11	94.00%	94.00%	94.00%	94.00%
12	94.00%	94.00%	94.00%	94.00%
OVERALL AVG	94.00%	94.00%	94.00%	94.00%

<b>AVG DAILY ATTENDANCE BY GRADE</b>				
TK		25.38	25.4	25.4
K	62.04	36.66	36.7	36.7
1	33.84	31.02	52.6	52.6
2	33.84	30.08	33.8	52.6
3	33.84	30.08	33.8	33.8
4	28.20	31.02	32.0	32.0
5	28.20	28.20	28.2	28.2
6	28.20	26.32	26.3	26.3
7	24.44	17.86	24.4	24.4
8	23.50	22.56	23.5	23.5
9	-	-	-	-
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
TOTAL	296.1	279.18	316.8	335.6

<b>AVG DAILY ATTENDANCE BY GRADE RANGE</b>				
TK-3	163.56	153.22	182.36	201.16
4-6	84.60	85.54	86.48	86.48
7-8	47.94	40.42	47.94	47.94
9-12	-	-	-	-
TOTAL	296.10	279.18	316.78	335.58

UNDUPLICATED %	0.00%	0.00%	0.00%	<Use FCMAT Calculator
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PY P2 ADA	-
PY P2 TK-8	<Use FCMAT Calculator
PY P2 9-12	<Use FCMAT Calculator

SPED COUNT	-	-	-
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PY ENROLLMENT	<Use FCMAT Calculator
PY UNDUPLICATED	<Use FCMAT Calculator



ACCT	RESOURCE	ACCOUNT NAME	PY ACTUALS/FINAL BUDGET	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	VARIANCE	25-26	26-27
<b>LCFF</b>							<b>3.00%</b>	<b>3.00%</b>
8011		LCFF Revenues	1,984,613.00	1,529,469.00	1,965,275.00	435,806.00	2,325,276.00	2,595,223.00
8012	1400	Education Protection Account Revenue	434,568.00	1,006,904.00	428,130.00	(578,774.00)	500,025.00	546,015.00
8019		Prior Year Income/Adjustments	4,190.00		-	-		
8096		Charter Schools Funding In-Lieu of Property Taxes	879,655.00	919,213.00	877,397.00	(41,816.00)	983,412.00	1,014,640.00
<b>TOTAL LCFF REVENUE</b>			<b>3,303,026.00</b>	<b>3,455,586.00</b>	<b>3,270,802.00</b>	<b>(184,784.00)</b>	<b>3,808,713.00</b>	<b>4,155,878.00</b>

<b>FEDERAL</b>							<b>0.00%</b>	<b>0.00%</b>
8181	3310	Special Education - Entitlement		-	-	-	-	-
8182	3327	Special Education - Mental Health		-	-	-	-	-
8220	5310	Federal Child Nutrition Programs	50,236.16	42,000.00	42,000.00	-	42,000.00	42,000.00
8285	3310	LAUSD Federal SPED				-	-	-
8290		All Other Federal Revenue	48,491.00	-	1,584.00	1,584.00	-	-
8291	3010	Title I Federal Revenue	12,845.00	28,857.00	28,876.00	19.00	28,876.00	28,876.00
8292	4035	Title II	6,112.00	6,159.00	5,470.00	(689.00)	5,470.00	5,470.00
8293	4203	Title III Federal Revenue		-	-	-	-	-
8294	4127	Title IV	10,000.00	10,000.00	10,000.00	-	10,000.00	10,000.00
8295		Title V Federal Revenue		-	-	-	-	-
9299		Prior Year Federal Revenue	4,554.00		-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
80XX	---				-	-	-	-
<b>TOTAL FEDERAL REVENUE</b>			<b>132,238.16</b>	<b>87,016.00</b>	<b>87,930.00</b>	<b>914.00</b>	<b>86,346.00</b>	<b>86,346.00</b>

OTHER FEDERAL REVENUE ACCT BREAKDOWN

8290	3010	Deferred Title I			1,584.00	1,584.00		
8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
8290					-	-		
<b>TOTAL OTHER FEDERAL REVENUE ACCT BREAKDOWN</b>			<b>-</b>	<b>-</b>	<b>1,584.00</b>	<b>1,584.00</b>	<b>-</b>	<b>-</b>

<b>OTHER STATE</b>							<b>0.00%</b>	<b>0.00%</b>
8520	5310	State Child Nutrition Program	79,264.86	98,000.00	98,000.00	-	98,000.00	98,000.00
8550		Mandated Block Grant	5,678.00	5,904.00	5,904.00	-	6,510.00	6,896.00
8560		State Lottery Revenue		-	-	-	-	-
8590		All Other State Revenues	557,746.00	243,747.00	294,798.66	51,051.66	178,200.66	178,200.66

8591	6030	SB 740 Revenue			-	-	-	-
8599		Prior Year State Income	782.00		-	-	-	-
8791	6500	SPED State/Other Transfers of Apportionments from District	169,039.00	160,272.00	147,113.00	(13,159.00)	147,113.00	147,113.00
8792	6500	SPED State/Other Transfers of Apportionments from County			-	-	-	-
8596	6010	ASES			-	-	-	-
8561	1100	Unrestricted Lottery	63,191.12	52,410.00	50,080.00	(2,330.00)	56,070.00	59,398.00
8562	6300	Restricted Lottery	30,506.68	21,319.00	20,372.00	(947.00)	22,808.00	24,162.00
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
<b>TOTAL OTHER STATE REVENUE</b>			<b>906,207.66</b>	<b>581,652.00</b>	<b>616,267.66</b>	<b>34,615.66</b>	<b>508,701.66</b>	<b>513,769.66</b>

OTHER STATE REVENUE ACCT BREAKDOWN

8590	6762	Arts & Music Block Grant	110,817.00	58,526.00	58,526.00	-		
8590	7435	Learning Recovery Block Grant		26,981.00	30,524.66	3,543.66	30,524.66	30,524.66
8590	6770	Prop 28		42,855.00	74,177.00	31,322.00	39,893.00	39,893.00
8590	2600	ELOP	137,885.00	115,385.00	107,783.00	(7,602.00)	107,783.00	107,783.00
8590	6266	Educator Effectiveness	31,503.00		-	-		
8590	6053	Universal Pre-K	55,968.00		-	-		
8590	6546	State Mental Health			23,788.00	23,788.00		
8590					-	-		
<b>TOTAL OTHER STATE REVENUE ACCT BREAKDOWN</b>			<b>336,173.00</b>	<b>243,747.00</b>	<b>294,798.66</b>	<b>51,051.66</b>	<b>178,200.66</b>	<b>178,200.66</b>

**LOCAL** **0.00%** **0.00%**

8639		Student Lunch revenue			-	-	-	-
8650		Rental Income			-	-	-	-
8660		Interest Income	274.26		-	-	-	-
8662		Net Increase/Decrease in Investment			-	-	-	-
8677		State Local SPED Revenue			-	-	-	-
8682		Foundation Grants/Donations	12,436.14		-	-	-	-
8684		Student Body (ASB) Fundraising Revenue			-	-	-	-
8685		School Site fundraising			-	-	-	-
8688		In Kind Contributions			-	-	-	-
8694		Field Trip Revenues			-	-	-	-
8698		E-rate Revenues			-	-	-	-
8699		All Other Local Revenue	41,703.54	82,025.00	82,025.00	-	82,025.00	82,025.00
8785		CMO Management Fee Income			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
80XX		---			-	-	-	-
<b>TOTAL LOCAL REVENUE</b>			<b>54,413.94</b>	<b>82,025.00</b>	<b>82,025.00</b>	<b>-</b>	<b>82,025.00</b>	<b>82,025.00</b>



20XX	---		-	-	-	-	-	
20XX	---		-	-	-	-	-	
20XX	---		-	-	-	-	-	
20XX	---		-	-	-	-	-	
<i>TOTAL CLASSIFIED EMPLOYEE EXPESSES</i>			583,949.51	631,050.00	554,207.47	(76,842.53)	570,833.69	587,958.70

<b>3000 - EMPLOYEE BENEFITS</b>							<b>3.00%</b>	<b>3.00%</b>
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3101	State Teachers' Retirement System, certificated positions	435,179.09	220,431.00	244,093.70	23,662.71	251,416.51	258,959.01	
3102	Employer STRS Classified		-	-	-	-	-	
3201	Employer PERS Certificated		-	-	-	-	-	
3202	Public Employees' Retirement System, classified positions	154,005.00	201,457.00	154,069.68	(47,387.32)	158,691.77	163,452.52	
3301	OASDI/Medicare Certificated, Unrestricted	28,010.22	51,552.67	18,530.67	(33,022.00)	19,086.59	19,659.19	
3302	OASDI/Medicare Classified	44,073.60	48,275.33	42,396.87	(5,878.45)	43,668.78	44,978.84	
3401	Health & Welfare Benefits, Certificated	195,857.99	109,643.00	108,000.00	(1,643.00)	111,240.00	114,577.20	
3402	Health & Welfare Benefits Classified		-	72,500.00	72,500.00	74,675.00	76,915.25	
3501	State Unemployment Insurance Certificated	5,323.65	22,563.00	10,669.00	(11,894.00)	1,870.48	1,926.59	
3502	State Unemployment Insurance Classified	6,092.46	1,816.00	11,350.00	9,534.00	1,870.48	1,926.59	
3601	Worker Compensation Insurance	19,053.17	37,329.75	26,837.53	(10,492.22)	27,642.65	28,471.93	
3602	Worker Compensation Insurance	-	3,155.25	11,638.36	8,483.11	11,987.51	12,347.13	
3701	OPEB benefits		-	-	-	-	-	
3702	OPEB benefits		-	-	-	-	-	
3901	Other Employee Benefits		-	-	-	-	-	
3902	Other Employee Benefits Classified		-	-	-	-	-	
3903	Other Employee Benefits		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
30XX	---		-	-	-	-	-	
<i>TOTAL EMPLOYEE BENEFITS EXPESSES</i>			887,595.18	696,222.98	700,085.81	3,862.83	702,149.77	723,214.27
<i>TOTAL PAYROLL RELATED EXPENSES</i>			2,793,449.47	2,627,257.98	2,532,270.78	(94,987.20)	2,589,300.29	2,666,979.30

<b>4000 - BOOKS AND SUPPLIES</b>							<b>2.00%</b>	<b>2.00%</b>
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4300		20,741.40	21,000.00	21,000.00	-	21,420.00	21,848.40	
4315	Classroom Materials and Supplies	72,284.60	65,000.00	65,000.00	-	66,300.00	67,626.00	
4342	Materials for School Sponsored Athletics			-	-	-	-	
4381	Materials for Plant Maintenance			-	-	-	-	
4400	Noncapitalized Equipment	21,574.17	15,000.00	15,000.00	-	15,300.00	15,606.00	
4407	Student Educational Software			-	-	-	-	
4410	Software and Software Licensing	30,694.54	20,700.00	20,700.00	-	21,114.00	21,536.28	
4430	Noncapitalized Student Equipment	21,672.62	9,180.00	9,180.00	-	9,364.00	9,551.00	
4440	Student Event Materials			-	-	-	-	
4700	Food and Food Supplies	139,676.90	135,000.00	135,000.00	-	137,700.00	140,454.00	
<i>TOTAL BOOKS AND SUPPLIES</i>			306,644.23	265,880.00	265,880.00	-	271,198.00	276,621.68

5000 - SERVICES AND OTHER OPERATING EXPENSES							2.00%	2.00%
5100	Subagreements for Services				-	-	-	-
5200	Travel and Conferences	16,934.17	13,400.00	13,400.00	-	9,724.00	9,724.00	
5206	Parking Expense		-	-	-	-	-	
5210	Training and Development Expense	55,365.49	10,000.00	10,000.00	-	30,600.00	31,212.00	
5300	Dues and Memberships	9,528.88	8,760.00	8,760.00	-	8,935.00	9,114.00	
5400	Insurance	49,202.00	49,000.00	49,000.00	-	49,980.00	50,980.00	
5450	Property Taxes				-	-	-	
5500	Operation and Housekeeping Services	455.41	-	-	-	-	-	
5501	Utilities	93,594.17	58,140.00	58,140.00	-	59,303.00	60,489.00	
5505	Student Transportation/Field Trips				-	-	-	
5600	Space Rental/Leases Expense	319,711.00	323,263.00	323,263.00	-	329,728.00	336,323.00	
5601	Building Maintenance				-	-	-	
5602	Other Space Rental	575.00	408.00	408.00	-	416.00	424.00	
5603	Engagement Space Rental				-	-	-	
5605	Equipment Rental/Lease Expense	8,971.98	8,115.00	8,115.00	-	8,277.00	8,443.00	
5610	Equipment Repair		-	-	-	-	-	
5621	Facilities Costs				-	-	-	
5710	Transfer of Direct Costs				-	-	-	
5800	Professional/Consulting Services and Operating Expenditu	2,806.50	11,500.00	11,500.00	-	11,730.00	11,964.60	
5803	Banking and Payroll Service Fees	180.01	1,916.00	1,916.00	-	1,954.32	1,993.41	
5805	Legal Services	3,920.00	10,700.00	10,700.00	-	3,700.00	3,700.00	
5806	Audit Services	7,750.00	8,271.00	8,271.00	-	8,436.42	8,605.15	
5807	Legal Settlements				-	-	-	
5809	Employee Tuition Reimbursement				-	-	-	
5810	Educational Consultants	171,055.70	117,300.00	117,300.00	-	119,646.00	122,038.92	
5811	Student Transportation				-	-	-	
5812	Other Student Activities	6,852.70	2,800.00	2,800.00	-	2,856.00	2,913.12	
5813	Residential Placement				-	-	-	
5815	Advertising/Recruiting	319.14	250.00	250.00	-	255.00	260.10	
5820	Fundraising Expense	1,451.46	1,400.00	1,400.00	-	1,428.00	1,456.56	
5825	School Pathways				-	-	-	
5830	Field Trip Expenses	39,182.04	35,700.00	35,700.00	-	36,414.00	37,142.28	
5836	Transportation Services				-	-	-	
5842	Services Student Athletics	3,501.27	2,500.00	2,500.00	-	2,550.00	2,601.00	
5850	Scholarships Awarded				-	-	-	
5873	Financial Services	112,482.59	103,106.00	103,106.00	-	111,748.00	119,013.00	
5874	Personnel Services	3,124.03	1,590.00	1,590.00	-	1,621.80	1,654.24	
5875	District Oversight Fee	32,941.52	34,556.00	34,556.00	-	38,087.00	41,559.00	
5877	IT Services				-	-	-	
5885	Summer School Expenses				-	-	-	
5890	Interest Expense/Fees	4,244.50			-	-	-	
5891	Charter School Capital Fees				-	-	-	
5892	ASB Activities Expense				-	-	-	
5894	ASB Activities Expense				-	-	-	
5899	CMO Management Fee Expense	476,677.67	484,728.00	478,178.80	(6,549.20)	503,486.00	537,586.00	
5900	Communications (Tele., Internet, Copies, Postage, Messeng	9,691.83	8,800.00	8,800.00	-	8,976.00	9,155.52	
5901	Marketing	4,834.92	12,240.00	12,240.00	-	12,240.00	12,240.00	
5998	Unallocated Credit Card Expense				-	-	-	
5999	Expense Suspense				-	-	-	

50XX	---				-	-	-	-
50XX	---				-	-	-	-
50XX	---				-	-	-	-
50XX	---				-	-	-	-
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50XX	---				-	-	-	-
50XX	---				-	-	-	-
50XX	---				-	-	-	-
50XX	---				-	-	-	-
<i>TOTAL SERVICES AND OTHER OPERATING EXPENSES</i>			1,435,353.98	1,308,443.00	1,301,893.80	(6,549.20)	1,362,091.54	1,420,591.89

<b>6000 - CAPITAL OUTLAY</b>								<b>3.00%</b>	<b>3.00%</b>
6900		Depreciation Expense	(1,247.75)		-	-	-	-	
6901		Amortization Expense			-	-	-	-	
<i>TOTAL CAPITAL OUTLAY EXPENSES</i>			(1,247.75)	-	-	-	-	-	

<b>7000 - OTHER OUTGOING</b>								<b>3.00%</b>	<b>3.00%</b>
7000		Miscellaneous Expense			-	-	-	-	
7141		Special Education Encroachment District			-	-	-	-	
7200		Other Transfer			-	-	-	-	
7201		Write Off of Prior year assets			-	-	-	-	
7299		All other Transfers			-	-	-	-	
7310		Transfer of Indirect Costs			-	-	-	-	
7438		Debt Service - Interest			-	-	-	-	
7439		Debt Service Amortization			-	-	-	-	
7619		Other Interfund Transfers out			-	-	-	-	
<i>TOTAL OTHER OUTGOING EXPENSES</i>			-	-	-	-	-	-	
<i>TOTAL NON-PAYROLL EXPENSES</i>			1,740,750.46	1,574,323.00	1,567,773.80	(6,549.20)	1,633,289.54	1,697,213.57	
<i>TOTAL EXPENSES</i>			4,534,199.93	4,201,580.98	4,100,044.58	(101,536.40)	4,222,589.83	4,364,192.87	
<i>NET INCOME</i>			(138,314.17)	4,698.02	(43,019.92)	(47,717.94)	263,195.83	473,825.79	

# Governance Board Fiscal Training

Susan Lefkowitz  
slefkowitz@csmci.com



HELPING THE EDUCATION MOVEMENT ONE SCHOOL AT A TIME

# The Need to Focus on Finance

When Charter Schools fail it is most frequently due to fiscal reasons, usually one or more of the following:

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Charter operators usually focus their energies on the mission, vision and educational program and provide less attention to the school's fiscal management.



# Average Daily Attendance (ADA)

ADA is the total number of days of student attendance divided by the total number of instructional days.

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A student attending every day would equal one ADA

A student who is absent for 5 days in a 180-day school year would equal .97 ADA (175/180)

The number of instructional days is based on when the student enrolled. Days a student is not enrolled don't count in the # of instructional days.

While we track attendance every day of the school year, nearly all funding is based on attendance through the last full school month before April 15th.

Charters report their ADA three times each year. (P1, P2 and P Annual)

So attendance = money

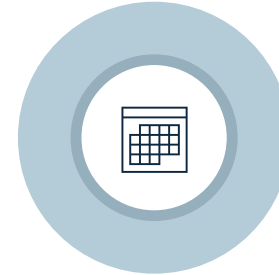
# Charter School Funding | LCFF



## The Local Control Funding Formula (LCFF)

Provides roughly 80-90% of overall funding. The LCFF is based on:

- Grade-specific grants based on ADA (Average Daily Attendance)
- Supplemental Grants ~ 20% funding bonus for Unduplicated Students (English Learners, free or reduced meals, or foster youths – one student that qualifies in multiple ways still only counts once, hence ‘unduplicated’).
- Concentration Grants ~ 65% funding bonus for each unduplicated pupil above 55% of the school’s population.
- Additional bonus for Transitional Kindergarten ADA



The California Department of Education is responsible for calculating and certifying LCFF apportionments. The initial apportionment that occurs in July is the advance apportionment and determines payments from July - January. This certification is based on the P2 data from the prior year. Certifications based on updated school data occur twice a year in February and June.

## LCFF Funding Sources

### In Lieu of Property Taxes

The local school district must transfer in lieu of property taxes no later than the 15th of each month. Monthly payments vary month to month.

### State Aid

State Aid is received from the state of CA and makes up the difference in per-pupil funding between the in lieu of property taxes and the remainder of LCFF, providing equity between LEAs. State Aid is also funded on a monthly schedule, 5% in both July and August, then 9% each month after that.

### Education Protection Account (EPA)

Prop 30 is received quarterly in September, December, March and June. EPA is funded at a minimum of \$200 per ADA.



# Principal Apportionment

The Principal Apportionment (PA) includes funding for:



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**Local Control Funding Formula (LCFF) ~**  
which is the primary source of an LEA's  
funding

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**Special Education (AB602)**

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**Expanded Learning Opportunities  
Program (ELOP)**

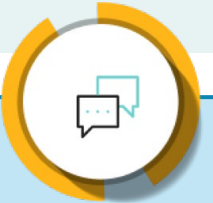


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**Arts and Music for Schools (Prop 28)**

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**Equity Multiplier**



In general, a funding program is included in the Principal Apportionment if the program is state funded, on-going, driven by average daily attendance (ADA), or compatible with the Principal Apportionment payment schedule timelines.

# Other Funding Sources

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## Lottery

Lottery is based on current year ADA and is distributed quarterly. The rate for 23-24 is estimated at \$249 per ADA.



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## Title Funding (Federal) ~ if applicable. Title I, Title II, Title III, Title IV



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**One Time Funding** ~ We are currently tracking 21 individual sources of restricted one-time funding. Most of which is a result of the Covid-19 State of Emergency.

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**Special Education** ~ varies by program and/or SELPA. Currently State \$887 per ADA and Federal \$130.

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**SB740** – Rent reimbursement program for eligible schools



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**Local Fundraising, grants and donations**

# Budgeting

## Budget Development and Adoption

A budget shows the management's proposed financial commitments for the school's present and future activities. Here is the CDE's annual financial reporting due dates.

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<b>July 1<sup>st</sup></b>	Charter school budget due to your Authorizer.
<b>September 15<sup>th</sup></b>	Unaudited Actuals (Prior Year) due to your Authorizer and the County.
<b>December 15<sup>th</sup></b>	First Interim (shows actuals and changes through October 31st)
<b>December 15<sup>th</sup></b>	Prior Year Audit due to your Authorizer, County Office and State Controller
<b>March 15<sup>th</sup></b>	Second Interim (shows actuals and changes through January 31st)

# Local Control and Accountability Plan (LCAP)

The LCAP is intended to serve as a comprehensive planning tool to support student outcomes.

3 yr

All LEAS must adopt an LCAP. The LCAP is a three-year plan that describes goals and actions and expenditures to support positive student outcomes that address state and local priorities.



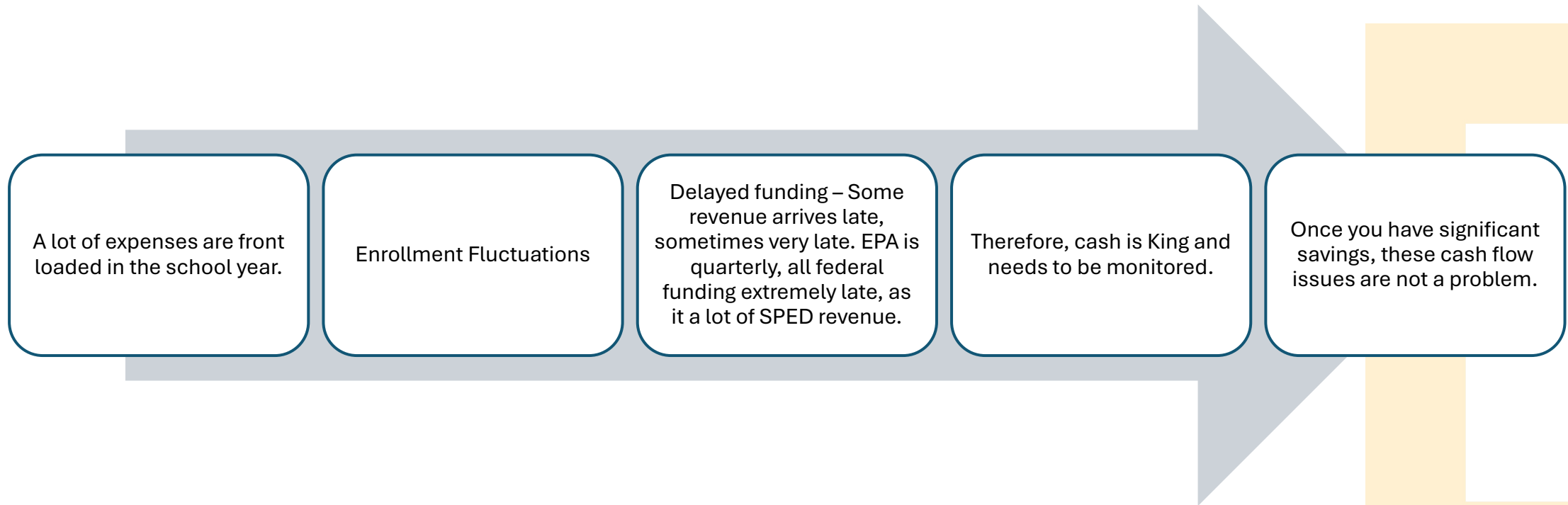
The LCAP must be submitted to your chartering authority and county superintendent of schools by July 1 of each year. Charter schools must hold a public hearing to solicit recommendations and comments on the LCAP; followed by a subsequent meeting for adoption. This includes the adoption of a budget that includes the expenditures necessary to implement the school's LCAP.



# Cash Flow

Charter School often face unique financial challenges due to reliance on public funding:

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## Financial Reserves / Cash on Hand

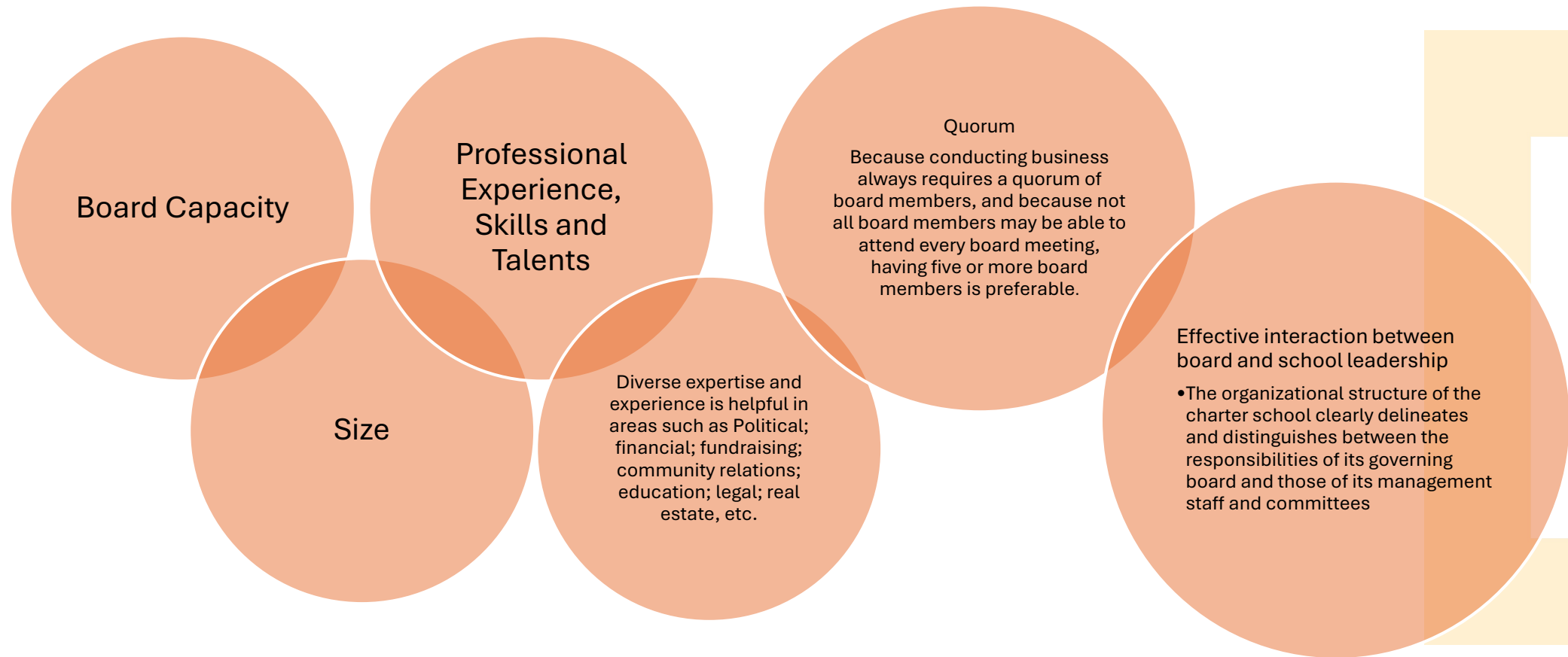
Financial reserves are needed to manage cash flow and to help protect the school from unforeseen revenue shortfalls, unexpected costs and economic uncertainties. Reserves also help a school save for large purchases and reduce the cost of borrowing money.

Charter schools do not have required reserve levels (unless outlined in an MOU or charter), however it is widely recommended that charter schools adopt an annual minimum cash reserve of 5% of the total budgeted expenditures and develop a five-year plan to increase that reserve from 5% to 10% of total budgeted expenditures. Larger cash reserves are prudent for charter schools because during economic downturns charters have fewer options for borrowing and often pay higher premiums and interest rates when they do borrow.

### Reserve vs. Cash on Hand

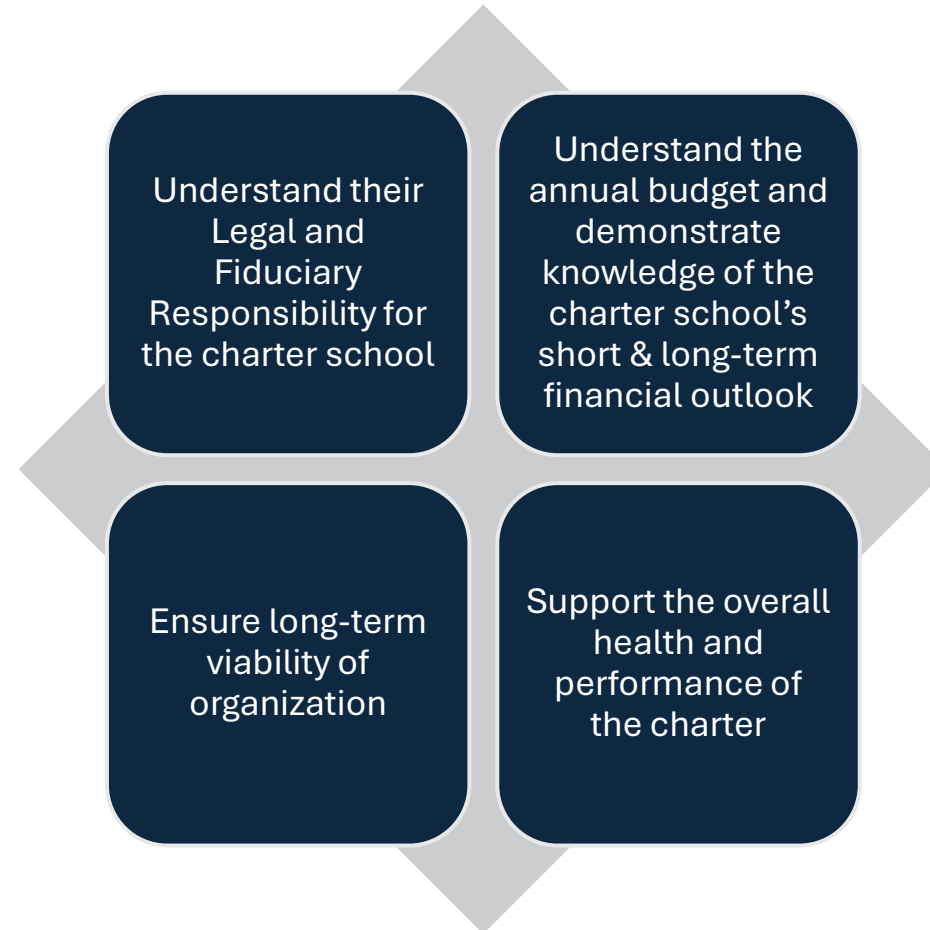
- **Cash on Hand:** Money that is readily available and can be accessed quickly. Cash on hand is crucial for meeting immediate financial obligations such as payroll, utilities, supplies, and day-to-day expenses. It ensures that the school can continue its operations smoothly without disruptions due to cash flow shortages.
- **Financial Reserves:** Funds set aside for specific purposes, such as emergencies, unexpected expenses, or future investments. Unlike cash on hand, reserves are not meant to be used for regular operating expenses. Instead, they provide a safety net to help the school navigate through financial challenges or capitalize on opportunities in the future.

# What Do Authorizers Look for in Boards?



# Governing Board's Role & Level of Involvement: Broad Overview

Board's required minimum understanding:



## Expected Fiscal Competencies of Board

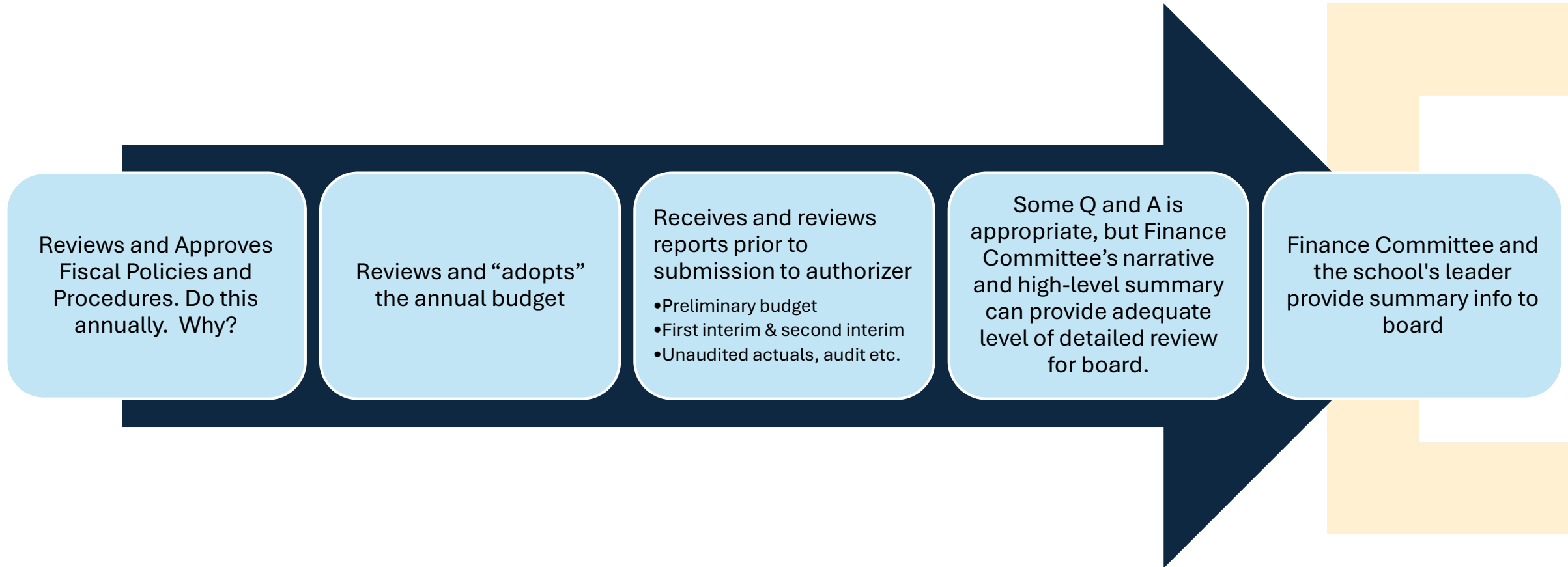
All board members are not expected to have the same level of financial understanding, especially when a Board Treasurer or another member does.

Need to set realistic goals for board training and development that align with clear roles of the school's leader and Finance Committee.

Board intentions are typically good ones—they need assurances that financials are being managed and monitored.

The school leader and Finance Committee can provide this evidence.

# The Governing Board's Role continued



# Review of Financials

Which specific financial reports meet the needs of the Board and school leadership?

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Financial reports commonly presented/reviewed at each regular governing board meeting?

- Budget to Actuals
- Balance Sheet
- Check Register

**THE KEY IS:** Customization to Board's needs without bogging them down in detail

The school leader and Finance Committee can focus on detail and summarize for the board. Time in meetings can be limited for Q and A on financials.

# Financial Audit

Governing board selects independent audit firm

- ❑ Audit reports provide the highest level of financial statement assurance
- ❑ The annual independent audit can serve to monitor whether policies and procedures are being followed and to determine compliance with applicable state and federal regulations.

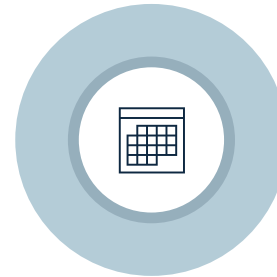
Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of authorizer

- ❑ Has the business office taken immediate action to correct annual audit findings?
- ❑ Is the school involved in developing action plans to ensure that the findings do not recur?

# Why is it important to have well thought out Fiscal Policies?



Well-thought-out fiscal policies are essential for promoting financial accountability, sustainability, transparency, legal compliance, risk management and efficient resource allocations. These policies help ensure that charter schools fulfill their educational mission while effectively managing public funds.



Charter Schools are subject to audits and reviews to ensure compliance with fiscal policies and procedures. A well-developed Fiscal Policies and Procedures Manual provides the school's leadership and staff with the necessary framework for all business and financial operations practices.



# Some of the areas that well developed Fiscal Policies & Procedures will cover...

## General & Administrative

- Budget Development & Monitoring, School Site Accounting, Travel, Files & Records Management, Cyber Security, Financial & Tax Reporting, confidential information, etc.

## Cash

- Cash receipts & Deposits, petty cash, check signing authority, credit & debit cards, financial reserves, etc.

## Fixed Assets

- Capitalization & depreciation, long term debt policy, fixed asset control and capital leases.

## Revenue

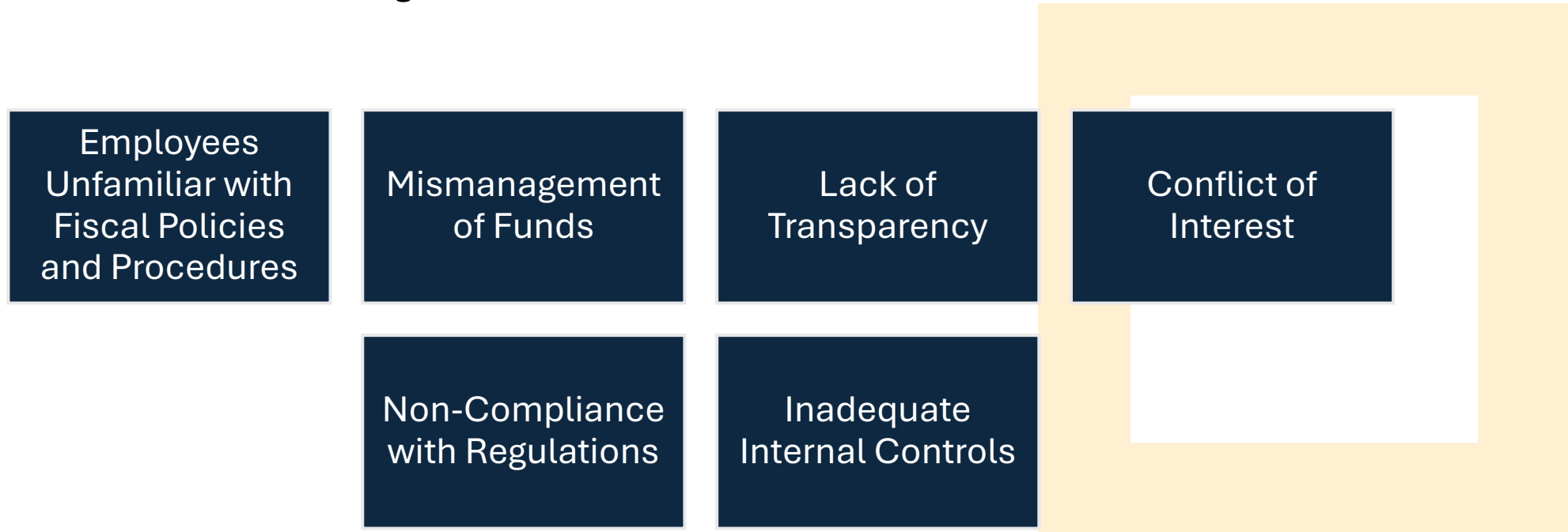
- Collecting & recording cash receipts, accounts receivable, recognition of grant revenue, use of restricted funds, gifts of public funds, etc.

## Purchasing & Expenditures

- Purchasing guidelines, vendor selection, accounts payable and cash disbursements, prepaid expenses, accrued liabilities, employee reimbursements and travel, etc.

# Fiscal Policies and Procedures continued

Examples of Recent Critical Findings:



**Recommended Best Practice:**  
Review and update policies on a regular basis.  
Remember: Changes require training and staff understanding

# Questions?



**Susan Lefkowitz**  
slefkowitz@csmc.com

---

## Address

2300 W. Sahara Ave.  
Las Vegas, NV 89102

43460 Ridge Park Dr., Ste. 100  
Temecula, CA 92590

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[info@csmc.com](mailto:info@csmc.com)  
888.994.CSMC



## Proposed GVEF Budget, 2024-2025 school year

### **Foundation (GVEF) Accounts**

Flush with summer fireworks revenue, GVEF started the 2024-2025 school year with \$39,218.78 in our main account. After \$5,315 in CA sales tax was paid, we made our Q3 payment to GVCS in the amount of 32,208.59. Our current account stands at \$1,259.48 as of 10/8/2024.

**Note:** we hold a Commercial (non-profit) PayPal Account which acts as a holding repository for all online transactions for our managed events. Fees are 1.9% per transaction with no account fees. At the start of this school year, after transferring fireworks funds to our main bank account, there was a balance of \$28.42. After the recent fall GVR Parent Gathering event, where we sold T-shirts, the balance rose to \$602.37. It is currently connected to our Pledgestar account and collecting donations for Eagle Chase participants.

### **Parent Circle (PC) Accounts & Budget**

Last school year, PC allocated \$5,000 per campus to cover all operating expenses; they used just \$5,000 of that budget. This year they are allocating the same 5K budget per campus. For the 2024-2025 school year, \$19,700 was their starting account balance.

**Note:** PC currently holds & manages a bank account with Schools Federal Credit Union, which is separate from the main GVEF account, currently with Five Star Bank.

10K budgeted (*5K per campus*) for the 2024-2025 school year. This budget covers all expenses to operate teacher appreciation efforts, parent/community gatherings, etc. This includes GVCS Festival/event expenses, as noted below:

- \$3000 budgeted by PC for all 4 festivals on both campuses, or \$750 per festival.
- \$ 300 budgeted by PC for the Winter Gathering “Bowls for Peace”, their joint-school event.



**GVEF Fundraisers & Events Overview**

Planned GVEF Fundraisers for this 2024-2025 school year shall include, but are not limited to, the following:

<b>Event</b>	<b>Dates</b>	<b>Notes</b>
Annual Giving Campaign	Fall-Winter 2024	GVCS event w/ GVEF supporting role
Eagle Chase jog-a-thon	October 24-25th 2024	
GVCS Auction Gala Event	March 8th 2025	GVCS event w/ GVEF supporting role
Mini-Golf Tournament	Winter 2025	<i>tentative; not scheduled</i>
Raize Craze	Spring 2025	<i>tentative; not scheduled</i>
Fireworks Booth(s)	June 28 - July 4th 2025	
Festival of Light	November 2nd 2024	GVR FESTIVAL — PC supported event
Winter Gathering	December 14th 2024	PC event; funds support Class Trip Accounts
Journey Around the World	February 1st 2025	GVO FESTIVAL — PC supported event
May Day Festivals	April 27th + May 4th 2025	GVCS FESTIVALS — PC supported events

**GVEF Fundraiser & Event Budgets for the 2024-2025 School Year**

**1) Annual Giving Campaign**

— GVEF lends support to the Central Office staff as needed, for event promotions and community outreach. Since the school has taken over this major fundraiser in 2020, direct GVEF support efforts have not required an appreciable monetary expense to date. This year, the CO has requested that GVEF purchase incentive gift cards for faculty to spur class participation; the CO rolls out this incentive program at their discretion.

[Please Note: *Aside from these minor expense items, this report will not address the 2024-2025 AGC budget, as this is a GVCS-administered fundraiser.*]

Expenses: Gift Cards = \$10 or \$20 value; qty TBD (*for example, \$20 x 8 qty or \$160 per campus*)

Estimated up-front hard costs for GVEF = \$320

**2) Eagle Chase**

— as reported to the BOT at last month’s meeting, this 2023 event incurred about 10K in expenses and about 1K in pre-event costs (revised) for print & promotional items. All other expenses — such as prizes & apparel — are realized at the close-of-event, and paid for with event funds raised. For 2024, we are seeking to reduce our overhead by 20-30% through wholesale apparel purchases, new prize offerings with a 10:1 ROI (*or greater*) and a generous in-kind donation from a River family for select, prize printing services. 2023 event summary >> <https://bit.ly/3XXI7pD>

Expenses: Donor Envelopes = \$700. Raffle Gift Cards = \$500. Banners = \$0 (reuse prior items). Misc Items = \$300. Anticipated total overhead = 12K-15K. Projected Gross = 60K. **Projected Net = 45K-48K**



## GVEF Fundraiser & Event Budgets for the 2024-2025 School Year (cont)

### 3) GVCS Auction Gala Event

— For 2023, GVEF provided limited print, marketing & social media support for this school event, as well as day-of logistics for ticketing, onsite auction sales, online auction management and the like. In addition, we paid the deposits for catering, venue, etc. as needed and/or requested. Most of these fees were paid through event ticket sales.

For this school year's 25th anniversary event, it is anticipated that GVEF will serve in these same capacities. More budget details on this year's event can be found here: <https://bit.ly/3NkZrPu>

Estimated up-front hard costs = 24K (*rent, print promo, decor, services, catering, etc.*)

Anticipated total overhead = 36K. Projected Gross = 55K. **Projected Net = 19K**

### 4) Mini-Golf Tournament

— This fundraiser was outlined and shared with the BOT at last month's meeting. It has since been postponed until a viable date can be identified in the school calendar. For an event overview and profit projections, please review this document >> <https://bit.ly/3zlvllT> . If a date is found for this event, the following budget shall apply:

Expenses: Day-of Refreshments = \$200. Promo Banners = \$200. Class Rewards = \$600 (\$150 x 4 qty).

Anticipated total overhead = \$2,000. Projected Gross = 10K. **Projected Net = 8K**

### 5) Raise Craze

— This fundraiser was piloted in the Spring of 2022 with the two 8th grade classes to great success. The results were shared with the GVCS Fundraising Committee in October 2022. With only 5% program fees and the highest profit yield of any fundraising program we've implemented to date, it has the potential to match or exceed the gains from our venerable Eagle Chase. For an overview of this event >> <https://bit.ly/3Y0fffd> . Alas, it has not found a spot on the school calendar since its 2022 inception. If a date is found for this event during the 2024-2025 school year, the following budget shall apply:

Expenses: Promo Banners = \$300. Class Rewards = \$900 (\$150 x 6 qty).

Anticipated total overhead = \$6,000. Projected Gross = 42K. **Projected Net = 36K**

### 6) Fireworks Booth(s)

— In 2024, this fundraiser experienced a reset to pre-pandemic gains and we should expect this moving forward. We saw this too in 2023, but the impact was blunted since we maintained two locations. GVEF is devising strategies so that we can expand to at least two booths for the summer of 2025. Up-front costs are negligible — petty cash drawers, some water & refreshments for volunteers, batteries for lights, etc. — but we should consider new banners, especially if we add a second location. 2024 event data can be found here: <https://bit.ly/3M07BMB>

Expenses: Promo Banners = \$300. Petty Cash = \$300 per location. Refreshments = \$200. Misc supplies = \$100.

Anticipated total overhead = 50.5K. Projected Gross = 78K. **Projected Net = 27.5K (per booth location)**

# CAASPP 2024

GOLDEN VALLEY ORCHARD SCHOOL and  
GOLDEN VALLEY RIVER SCHOOL  
GRADES 3-8

# California Assessment of Student Performance and Progress (CAASPP)

- **Students in grades 3-8 take this Summative Assessment every spring. The CAASPP assessments consist of English Language Arts and Math. There are 2 components for each subject area. The CAASPP is administered online. Students in grades 5 and 8 also take the CAST (California Science Test).**



# Performance Levels

- **1 Did Not Meet Grade Level Standard**
- **2 Nearly Met Grade Level Standard**
- **3 Met Grade Level Standard**
- **4 Exceeded Grade Level Standard**

# Performance Levels Total % GVO ELA

- **1 Did Not Meet Grade Level Standard 35%**
- **2 Nearly Met Grade Level Standard 22%**
- **3 Met Grade Level Standard 29%**
- **4 Exceeded Grade Level Standard 14%**

# Performance Levels Total % GVO

## Math

- **1 Did Not Meet Grade Level Standard 46%**
- **2 Nearly Met Grade Level Standard 25%**
- **3 Met Grade Level Standard 18%**
- **4 Exceeded Grade Level Standard 11%**

# GV ORCHARD 3 ELA

## Results

Display value as

Percent

Number

Expand All 

 Export CSV

### G3 ELA Summative Grade 3

Overall

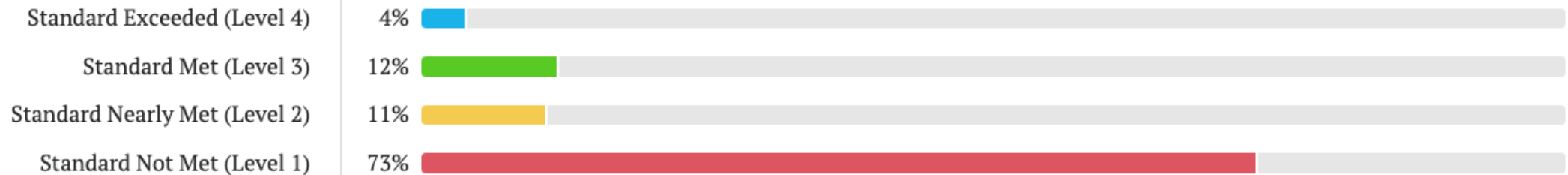
Composite

Claim

Average Scale Score  
for **26** results

**2334** ± 17 <sup>1</sup>

#### Student Score Distribution



Show Results 

# GV ORCHARD 3 MATH

## Results

Display value as Percent Number Expand All Export CSV

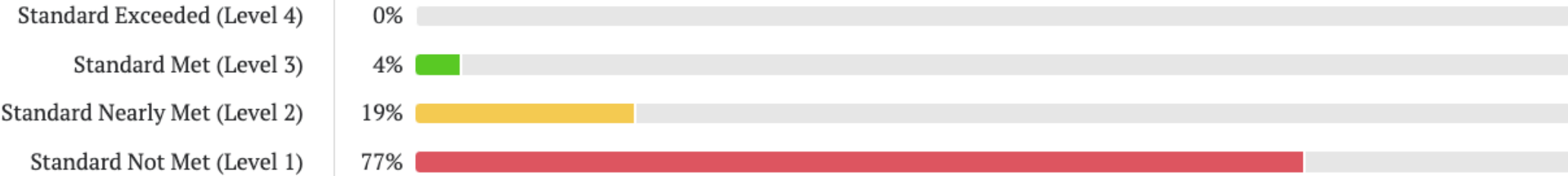
### G3 Math Summative Grade 3

Overall Composite Claim

Average Scale Score  
for **26** results

**2330** ± 13 <sup>i</sup>

#### Student Score Distribution



Show Results ▼

# GV ORCHARD 4 ELA

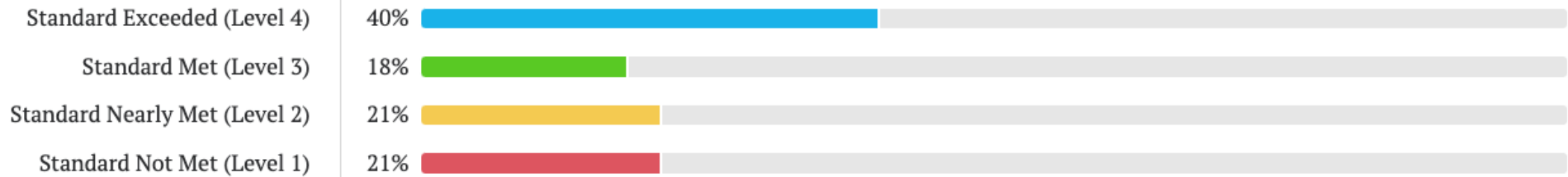
## G4 ELA Summative Grade 4

Overall Composite Claim

Average Scale Score  
for **33** results

**2487** ± 19<sup>i</sup>

### Student Score Distribution



Show Results ▾

# GV ORCHARD 4 MATH


## Results

Display value as

Percent

Number

Expand All 

 Export CSV

### G4 Math Summative Grade 4

Overall

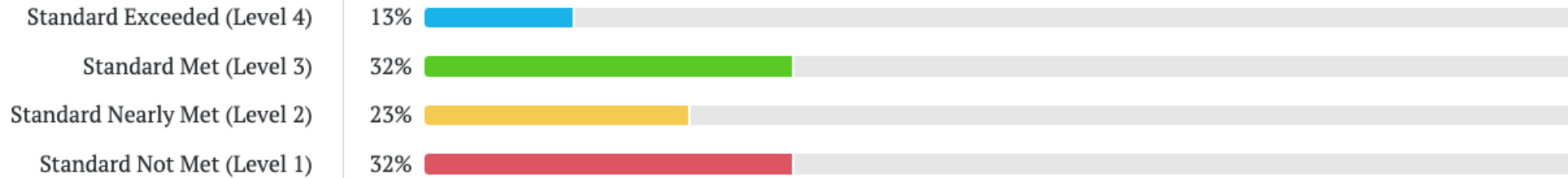
Composite

Claim

Average Scale Score  
for **31** results

**2455** ± 15 <sup>i</sup>

#### Student Score Distribution



Show Results 

# GV ORCHARD 5 ELA

## Results

Display value as Percent Number Expand All Export CSV

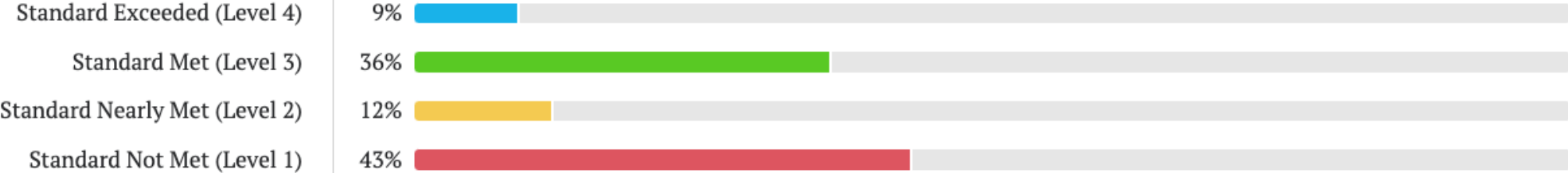
### G5 ELA Summative Grade 5

Overall Composite Claim

Average Scale Score  
for **33** results

**2474** ± 16 <sup>i</sup>

#### Student Score Distribution



Show Results ▼



# GV ORCHARD 5 MATH

## Results

Display value as

Percent

Number

Expand All 

 Export CSV

### G5 Math Summative Grade 5

Overall

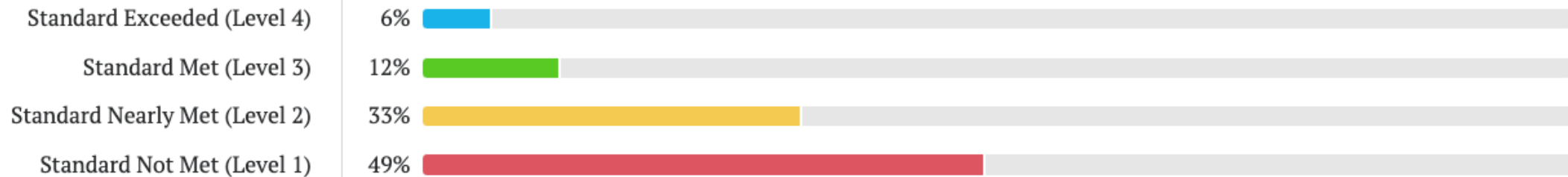
Composite

Claim

Average Scale Score  
for **33** results

**2467** ± 13 <sup>i</sup>

#### Student Score Distribution



Show Results 

# GV ORCHARD 6 ELA

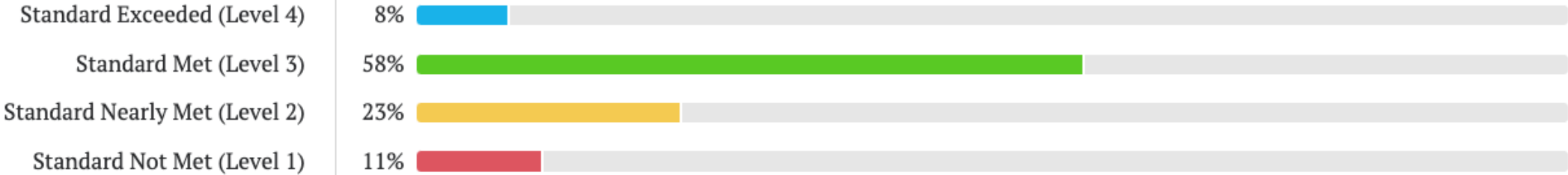
## G6 ELA Summative Grade 6

Overall Composite Claim

Average Scale Score  
for **26** results

**2535** ± 14 ⓘ

### Student Score Distribution



Show Results ▾

# GV ORCHARD 6 MATH

## G6 Math Summative Grade 6

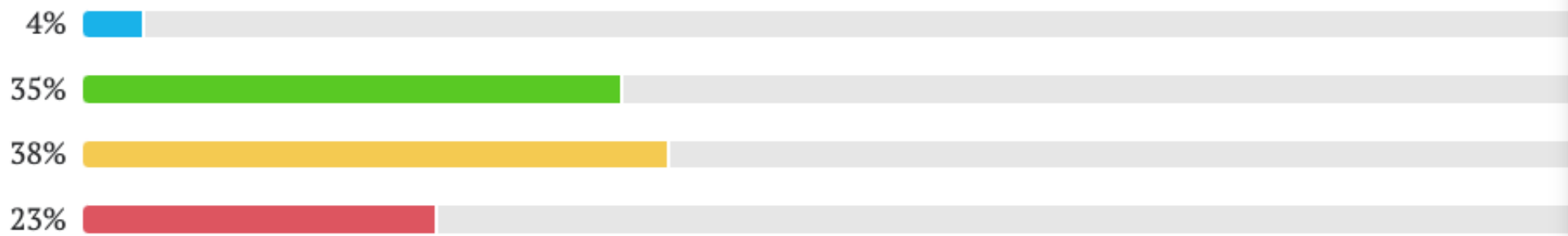
Overall Composite Cla

Average Scale Score  
for **26** results

**2514** ± 15 <sup>i</sup>

### Student Score Distribution

Standard Exceeded (Level 4)  
Standard Met (Level 3)  
Standard Nearly Met (Level 2)  
Standard Not Met (Level 1)



Show Results 

# GV ORCHARD 7 ELA

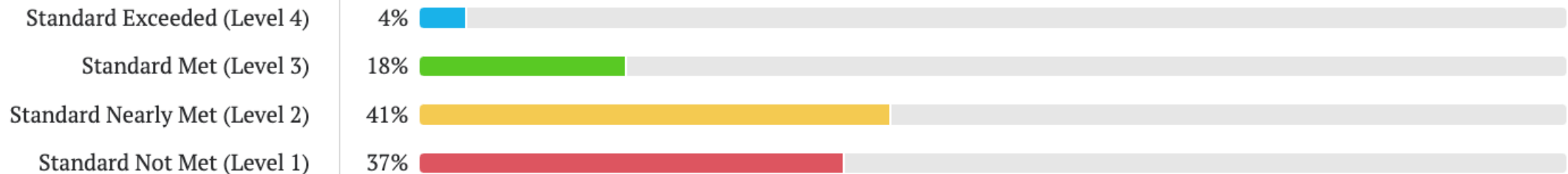
## G7 ELA Summative Grade 7

Overall Composite Claim

Average Scale Score  
for **27** results

**2507** ± 17 <sup>i</sup>

### Student Score Distribution



Show Results 

# GV ORCHARD 7 MATH

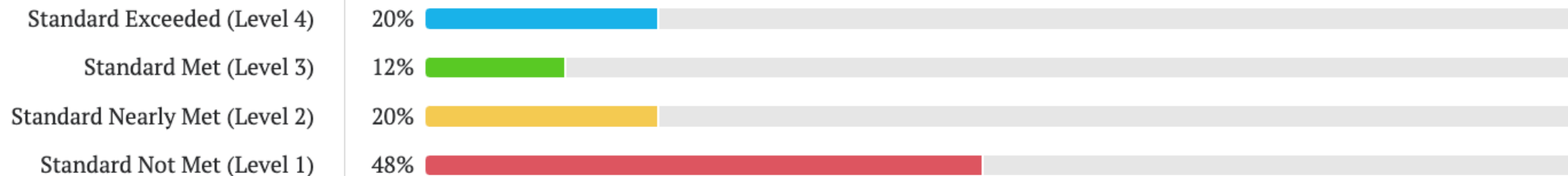
## G7 Grade 7 Math Summative

Overall Composite Claim

Average Scale Score  
for **25** results

**2517** ± 25 <sup>i</sup>

### Student Score Distribution



Show Results 

# GV ORCHARD 8 ELA

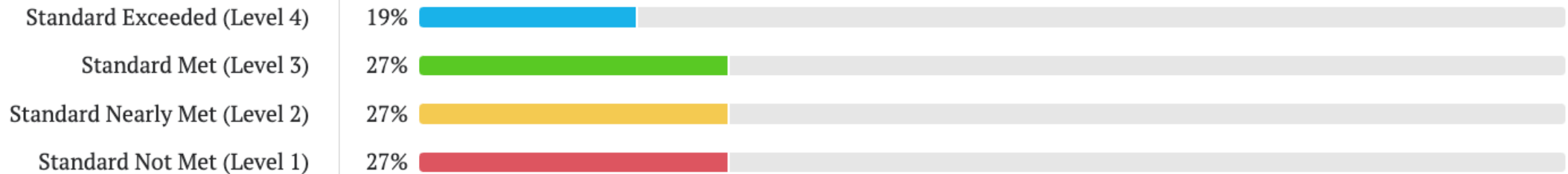
## G8 ELA Summative Grade 8

Overall Composite Claim

Average Scale Score  
for **26** results

**2564** ± 21 <sup>1</sup>

### Student Score Distribution



Show Results ▼

# GV ORCHARD 8 MATH

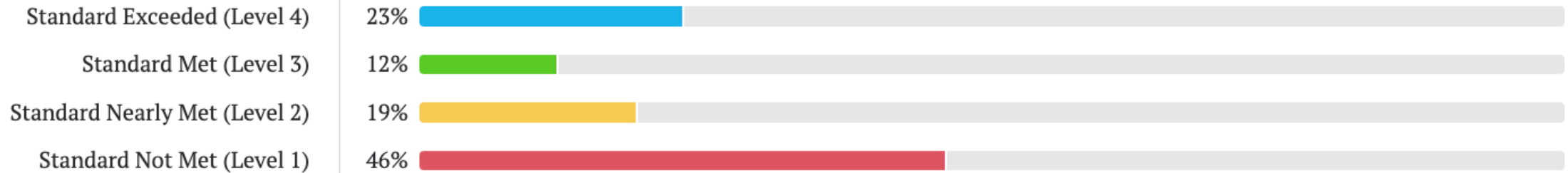
## G8 Math Summative Grade 8

Overall Composite Claim

Average Scale Score  
for **26** results

**2535** ± 31 <sup>i</sup>

### Student Score Distribution



Show Results ▼

# Performance Levels Total % GVR ELA

- **1 Did Not Meet Grade Level Standard 25%**
- **2 Nearly Met Grade Level Standard 31%**
- **3 Met Grade Level Standard 34%**
- **4 Exceeded Grade Level Standard 10%**



# Performance Levels Total % GVR Math

- **1 Did Not Meet Grade Level Standard 42%**
- **2 Nearly Met Grade Level Standard 31%**
- **3 Met Grade Level Standard 20%**
- **4 Exceeded Grade Level Standard 7%**

# GV RIVER 3 ELA

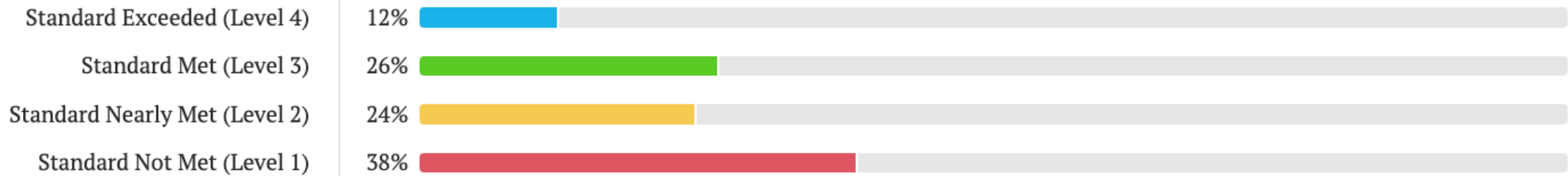
## G3 ELA Summative Grade 3

Overall Composite Claim

Average Scale Score  
for **34** results

**2390** ± 15 <sup>i</sup>

### Student Score Distribution



Show Results

# GV RIVER 3 MATH

## G3 Math Summative Grade 3

Overall

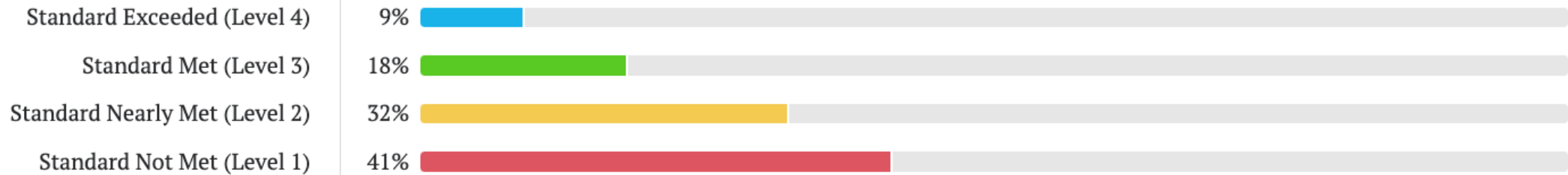
Composite

Claim

Average Scale Score  
for **34** results

**2391** ± 13 ⓘ

### Student Score Distribution



Show Results ▾

# GV RIVER 4 ELA

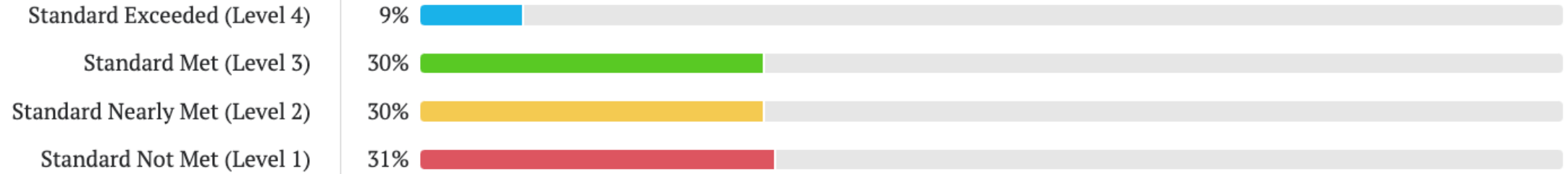
## G4 ELA Summative Grade 4

Overall Composite Claim

Average Scale Score  
for **33** results

**2450** ± 11 <sup>i</sup>

### Student Score Distribution



# GV RIVER 4 MATH

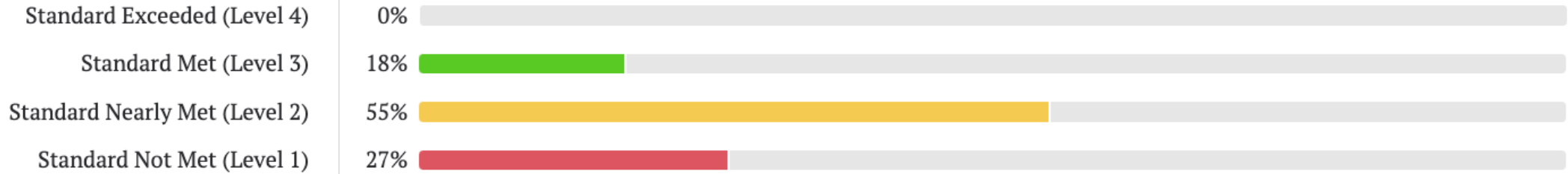
## G4 Math Summative Grade 4

Overall Composite Claim

Average Scale Score  
for **33** results

**2430** ± 10 ⓘ

### Student Score Distribution



# GV RIVER 5 ELA

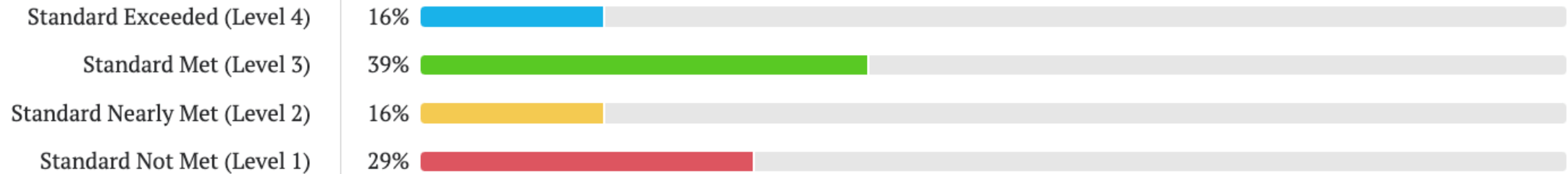
## G5 ELA Summative Grade 5

Overall Composite Claim

Average Scale Score  
for **31** results

**2495** ± 16<sup>i</sup>

### Student Score Distribution



Show Results ▾

# GV RIVER 5 MATH

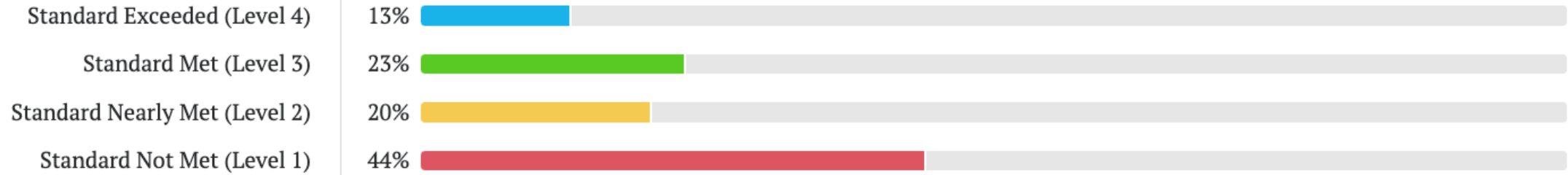
## G5 Math Summative Grade 5

Overall Composite Claim

Average Scale Score  
for **30** results

**2473** ± 17 ⓘ

### Student Score Distribution



# GV RIVER 6 ELA

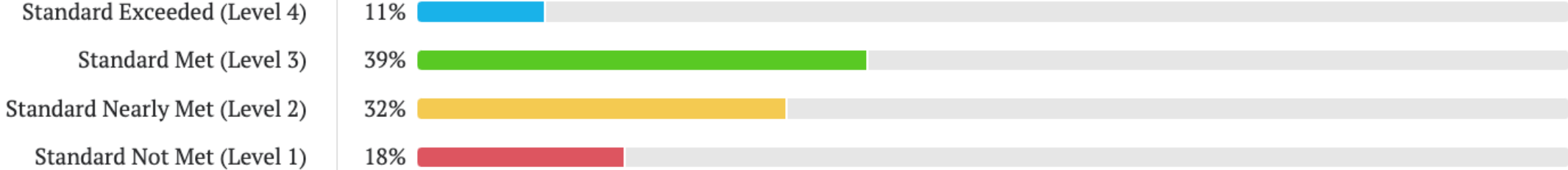
## G6 ELA Summative Grade 6

Overall Composite Claim

Average Scale Score  
for **28** results

**2527** ± 16 <sup>i</sup>

### Student Score Distribution



Show Results



# GV RIVER 6 MATH

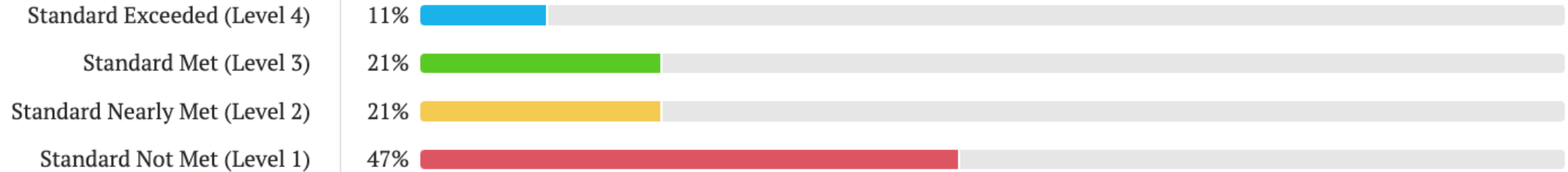
## G6 Math Summative Grade 6

Overall Composite Claim

Average Scale Score  
for **28** results

**2490** ± 19 ⓘ

### Student Score Distribution



Show Results ▼

# GV RIVER 7 ELA

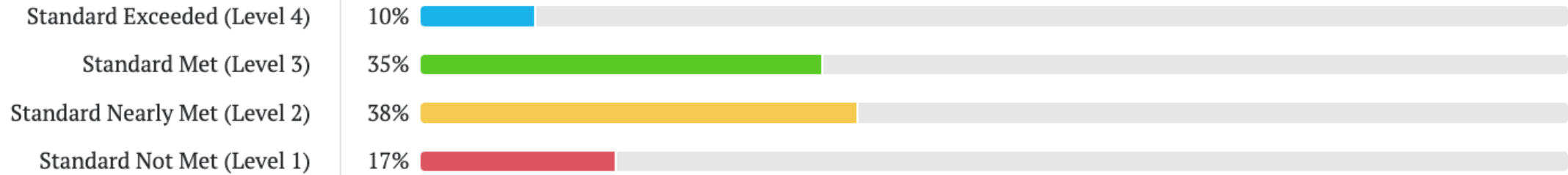
## G7 ELA Summative Grade 7

Overall Composite Claim

Average Scale Score  
for **29** results

**2542** ± 15 ⓘ

### Student Score Distribution



# GV RIVER 7 MATH

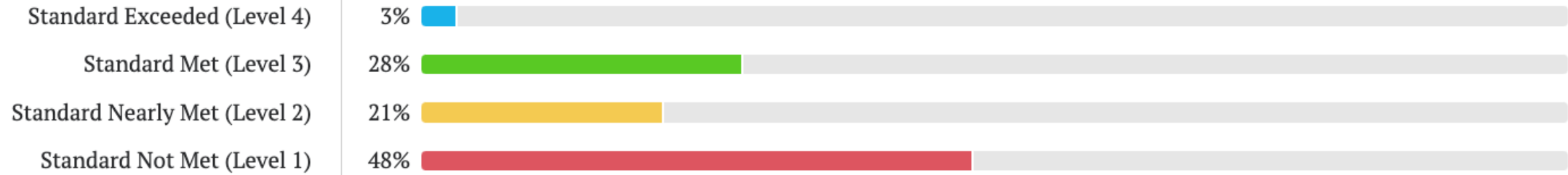
## G7 Math Summative Grade 7

Overall Composite Claim

Average Scale Score  
for **29** results

**2507** ± 16 <sup>i</sup>

### Student Score Distribution



# GV RIVER 8 ELA

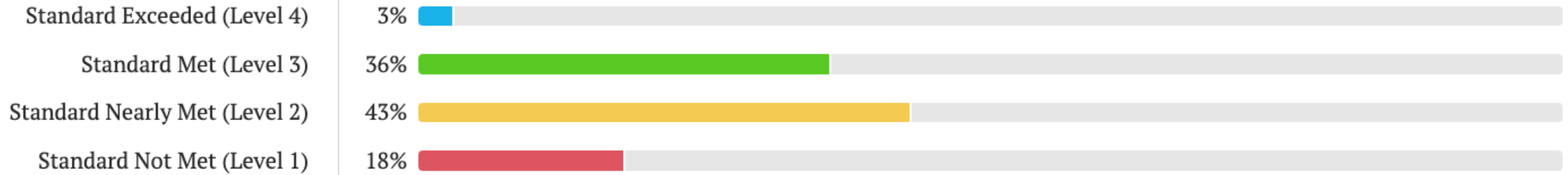
## G8 ELA Summative Grade 8

Overall Composite Claim

Average Scale Score  
for **28** results

**2542** ± 15 ⓘ

### Student Score Distribution



# GV RIVER 8 MATH

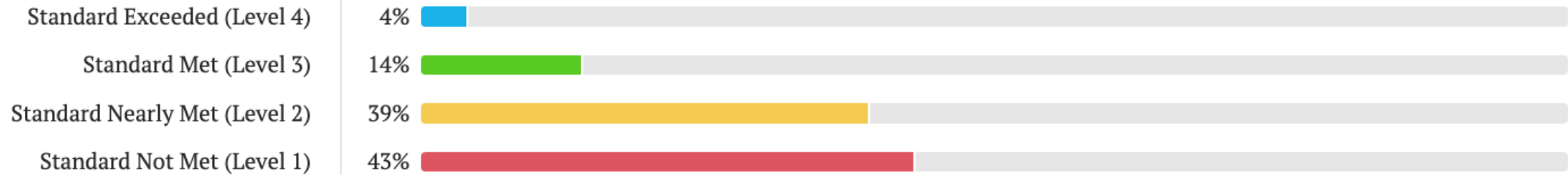
## G8 Math Summative Grade 8

Overall Composite Claim

Average Scale Score  
for **28** results

**2513** ± 17 ⓘ

### Student Score Distribution



- **2023–24 Assessment Results Preview and Public Release**

- **From the CDE Assessment Spotlight**

- The local educational agency (LEA) preview of 2023–24 CAASPP and ELPAC results is scheduled for September 18 through October 2, 2024. LEA coordinators will receive a letter with secure logon information on or before September 17, 2024. LEAs may share their results with their local governing board and LEA staff for local planning purposes.
- Please do not share other LEAs' 2023–24 results with the public until after the statewide public release of CAASPP and ELPAC results. The public release of results is scheduled to occur on or before October 15, 2024.



**SUSPENSION AND EXPULSION POLICY (REVISED)**  
**(PRESENTED TO THE BOARD OF TRUSTEES ON OCTOBER 9, 2024)**

**I. Introduction**

This Pupil Suspension and Expulsion Policy (the “Policy”) for Golden Valley Charter Schools (“GVCS”) has been established to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, GVCS intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from GVCS.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Student Services Coordinator shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the school office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student’s behavior or to restrict the student’s freedom of movement, if that drug is not a standard treatment for the student’s medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.



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- Use behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A student identified as an individual with disabilities or for whom GVCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. GVCS will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 (“ADA”) and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GVCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

**II. Suspension**

**A. Definition**

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at GVCS where the pupil will receive continuing instruction for the length of day prescribed by the Principal for pupils of the same grade level;
- Referral to a certificated employee designated by the principal to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the principal or designee.

Suspended students shall be excluded from all GVCS and School-related activities unless otherwise agreed during the period of suspension.

GVCS shall consider suspension from GVCS only when other means of correction fail to bring about proper conduct or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

**B. Authority**

The Principal or his/her designee may suspend a student from class, classes or the school for a period not to exceed five days. The Principal or his/her designee may extend a student’s suspension pending the final decision by the Board of Trustees of GVCS on a recommendation for expulsion. Such extended suspension should not exceed 10 days, unless specific procedural safeguards are met. Those are identified below.

On a recommendation for expulsion, the Board of Trustees may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of GVCS. A pupil may be suspended or expelled for acts that are





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enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within GVCS

**C. Grounds**

The Principal may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Principal or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5



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- Knowingly received stolen school property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
  - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
  - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
  - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
  - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
  - A message, text, sound or image.
  - A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
    - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.



- Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying.
  - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
  - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
- For students in grades 4 to 12, committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed vandalism/malicious mischief
- Violated academic ethics
- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code



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- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

A student in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties (the “Act”), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

A certificated or classified employee may refer a student to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in Education Code section 48900.5(b) for any of the Acts.

A school administrator shall, within five school days, document the actions taken in response to the referral identified above and place that documentation in the student’s record to be available for access, to the extent permissible under state and federal law. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.

**D. Procedures Required to Suspend**

**Step One**

The Principal shall investigate the incident and determine whether or not it merits suspension.

*Searches:* In order to investigate an incident, a student’s attire,<sup>1</sup> personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal

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<sup>1</sup> This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.



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or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be confiscated and turned over to the police.*

**Step Two**

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Principal and the student in which the student shall be orally informed of the reason for the suspension, the evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student's side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a GVCS employee shall make a reasonable effort to contact the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, by telephone, by email or in person to inform that person of the suspension and the reasons therefor and the employee may state the date and time when the student may return to school.

If a student is suspended without the informal conference, both the student and the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, will be notified of a student's right to return to school for the purpose of a conference.

The parent or guardian of a student, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, shall respond without delay to a request from school officials to attend a conference regarding the student's behavior.

Penalties shall not be imposed on a student for failure of the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, at the conference.

**Step Three**

The Principal determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

**Step Four**



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The Principal fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and to the student. A copy of this form is also placed in the student's cumulative file at GVCS. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if GVCS officials wish to ask the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

### **Step Five**

The Principal determines whether the offense warrants a police report. The Principal will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When the Principal releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Principal shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. Education Code § 48906.

### **Step Six**

The Principal may require the student and his/her parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to sign a contract that states the conditions that the student is expected to meet while at GVCS. Copies of the signed contract are kept by the school and given to the parent/guardian.

### **Step Seven**

Upon the request of a parent/guardian/educational rights holder/student, and for foster children, their attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from GVCS for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.



**Special Education and Section 504 Student Suspensions**

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10<sup>th</sup> suspension day (whether consecutive or cumulative for the school year). The Principal shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify the Director of Special Education of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of GVCS; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of GVCS; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of GVCS.

**E. Appeal Process**

A student or the student's parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her GVCS related offenses. Appeals must be made first in writing at GVCS level and should be directed to the Executive Director within 10 school days of GVCS sending the Notice of Suspension Form to the



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parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the student. The Executive Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at GVCS level, if further appeal is desired, the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, should appeal in writing to the GVCS Board of Trustees within 10 school days of the date of GVCS level written response and should direct it to the chairman of the board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

### **III. Expulsion**

#### **A. Definition**

Expulsion means involuntary disenrollment from the charter school.

#### **B. Authority**

A student may be expelled either by the Board of Trustees following a hearing before it or by the Board of Trustees upon the recommendation of an Administrative Panel to be assigned by the Board of Trustees as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board of Trustees, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board of Trustees' determination as to whether the pupil has satisfactorily completed the rehabilitation program.

#### **C. Grounds for Expulsion**

##### **Category I Expulsions – Mandatory Recommendation for Expulsion**

The Principal shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery





- Possession of an explosive

### **Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances**

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

### **Category III Expulsions – Discretionary Expulsion Recommendation**

In the discretion of the Principal or his/her designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

#### **D. Procedures to Expel a Student**

##### **Step One**

The Principal investigates the incident and determines whether the offense results in a suspension. If so, the Principal follows the procedures to suspend the student as outlined above.

##### **Step Two**

In the discretion of the Executive Director, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) GVCS will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at GVCS would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.



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If the proposed extended suspension is under 10 days, a meeting is held within 5 school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with the Executive Director or his/her designee.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the Executive Director or his/her designee has determined, after the meeting, that the presence of the student at GVCS would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

### **Step Three**

GVCS shall send a letter to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of GVCS's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at GVCS to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; EC 47605(b)(5)(J).
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

### **Step Four**

The Executive Director shall maintain documents that may be used at the hearing and make them available for review by the student and/or parent/guardian, and for foster children, their educational rights holder, attorney,



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and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by a principal; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

### **Step Five**

An expulsion hearing shall be held before the GVCS Board of Trustees. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the GVCS Board of Trustees to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the GVCS Board of Trustees that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

### **Step Six**

The decision of the GVCS Board of Trustees shall be in the form of a written recommendation, with findings of fact, to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Executive Director shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from GVCS for the incident for which the recommendation for expulsion is made. If GVCS Board of Trustees decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

### **Step Seven**

The Executive Director, or designee, following a decision of the Board of Trustees to expel a student, shall send written notice of the decision to expel, including the GVCS Board of Trustees' findings of fact, to the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker. The notice shall include the following:

- Notice of the specific offense committed by the student;



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- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

Within 30 days of the decision to expel, the Executive Director shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

**Step Eight**

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

**Step Nine**

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for San Juan Unified School District's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees or its designee following a meeting with the Executive Director and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board of Trustees following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Jennifer Evans  
Orchard Faculty Delegate  
October, 2024

The students at Orchard are so welcoming. We have many new students and teachers and overall, there is a great spirit of acceptance, generosity, and collaboration. We have a staff that is supportive, inquisitive, and is ready to tackle most problems.

The Mindfulness Room is humming with 30-40 visits a day. I feel good work is being accomplished with emotional validation and solid support across the grades. The MR continues to be a positive and popular safe space.

All three Kindergartens held a courage parade in the morning prior to the play. It was so lovely seeing them in their crowns of light walking with their swords. All the classes came out and watched them as they walked by.

Catalpa Tree just finished their 1<sup>st</sup> language arts block with Sir George & the Dragon play - it was beautiful! We are beginning our first math block and hearing from our friends Caleb and Megan as they continue their journey through second grade. We are also excited for grandparent's day and our first field trip to Bishop's Pumpkin patch on the 29th!

The Yew tree second grade has just had the pleasure of participating in the pageantry of Sir George and the Dragon and this year was unlike any other— The two second grades, Catalpa and Yew, performed the play together and the sixth graders made two dragons to be tamed! They built a gold dragon and a silver dragon. Then of course we had a rousing time doing our Day of Courage. The Yew tree class also recently had their first attempts at creative writing, writing about their own personal dragon, if they had a dragon friend. The class wrote about what their dragon was like and we have a classroom filled with kind, friendly, and helpful dragons of all different sorts. Some water dragons, a few earth dragons, some dragons that love fruit, some dragons that are fast and some that are slow. It has been a pleasure to watch their understanding of writing develop and to see them creatively writing about their understanding of dragons. Yew tree moves on to a Math block next where Thomas the Tinker will be joining the circus for a season to be with his old friend Multiplicando and the rest of the clowns, it will be a very lively block.

After lunch recess we commenced with the Courage Day games and fun was had by all.

Grandparents/Special Friends Day on Oct. 3 was a success. Baobab Tree, 4<sup>th</sup> grade. Many of our grandparents and special friends joined us during our circle activities and enjoyed the presentation and practice session of the steps for long division in 4<sup>th</sup> grade.

4th grade, Baobab Tree finished our first block of the Kalevala and are in our Math block. In this block we are learning long division, prime and composite numbers, prime factorization, reviewing multi-digit multiplication, inverse operations, and hopefully perimeter.

The Bluebell 5<sup>th</sup> Graders are currently immersed in their block on Greek Mythology. We are enjoying a new rhythm during morning "circle". Now that the students are older, our circle time looks different than it did in the early grades. Sometimes we are using copper rods, sometimes bal a vis x; sometimes jump rope, sometimes a cooperative game! Sometimes we are even nature journaling! The students are enjoying the variety and feeling of growth that "circle" doesn't always happen in a circle anymore.

We loved having grandparents and special friends here today. Some of them have come to see us in previous years and it was great having them come again.

The students are so excited welcoming the new students this year and they are integrating very well to our class culture and we are enjoying introducing them to the world of Waldorf Education!

In 8<sup>th</sup> grade - They are working on their Revolutions block. They are mapping the colonies, learning all about the causes of the war, studying some of the major battles and key players, and wrapping up with a study of the Declaration of Independence. They are also learning Emerson's "Concord Hymn" for our next Friday Gathering assignment.

Regarding our 8<sup>th</sup> grade trip, they will be going to Synergia April 21-25. It will be a four-night camping/canoeing trip.

As a BACWTT student, Jamie drives to the Bay Area every weekend to attend classes. They are knee deep in developmental studies for the Grades student right now.

## River School Board Report, October

By Tavia Pagan, Faculty Chair

The Olive Tree 8<sup>th</sup> Grade class has an amazing year planned. Ms. Moraga, their class teacher, has put a great deal of thoughtfulness into her plans to celebrate their journey with an 8<sup>th</sup> grade trip that began last month and will conclude in May. The essence of the trip is a broad brushstroke of the curriculum they have experienced together from kindergarten through 8<sup>th</sup> grade.

Part One of this grand trip took place in mid-September in the Lake Basin region of the Sierras. Over four days, the children visited the Donner Memorial Site, spent a day exploring the town of Graeagle, and camped in Plumas. Ms. Moraga experienced a nostalgic moment envisioning the children when they were in kindergarten as they ran up and down the rocks that surrounded the campground.

Part Two of the trip is expected to take place later in the Fall, with the bonding experience of a ropes course.

Part Three will be the culmination of the trip in early May. This phase will begin in Pinnacles National Park, where they will look back on lessons of biology, geology, botany, and astrology. They will journey back to memories of 4<sup>th</sup> grade when the class adopted a condor that they named "Pinnacle Pete". Hopefully, they will spot him while they are there in his habitat! The class will continue on to the town of Moraga and learn about Ms. Moraga's family history there at the Orinda Adobe. There may be a special surprise appearance while they are there... The trip will be complete after they experience the Point Reyes National Seashore.

The 8<sup>th</sup> grade has many opportunities to honor their time at Golden Valley and showcase what they have learned over the course of 8 to 10 years. Mark your calendars now for their 8<sup>th</sup> Grade Project Presentations, March 31<sup>st</sup>-April 4<sup>th</sup>. This is a moment when each student gets to really shine and it is a beautiful thing to have the community come out to support them with attentive ears, thoughtful questions, and a hearty round of applause.

Another way you can support the 8<sup>th</sup> grade is by attending the River School's Festival of Light on Saturday, November 2<sup>nd</sup> and visiting Rudolf's Diner. Bring your cash to purchase a hearty meal from the Diner or to support the other middle school class's food and beverage offerings at the Harvest Moon Cafe and by the Ofrenda. You will find them all in the MP Room. I hope to see you there!



October 2024

The mornings are getting crisp, leaves are beginning to fall, and the classes are settling into their rhythms for the year. Dragons were vanquished and children found their courage—and quite a bit of fun as well—on Courage Day. As the busy and event-filled days of autumn continue into the holidays, we again emphasize the importance of attendance. As a charter school we are funded based on attendance, and ensuring attendance is the easiest and most powerful way families can financially support our schools.

We are now looking forward to the community events to come—Grandparents and Family Friends Day on 10/17/24, Eagle Chase on 10/24/24 (River) and 10/25/24 (Orchard), the Festival of Lights at River on 11/2/24, and more to come. These events remind us of the creativity, generosity, and inspiration that is found within ourselves and our community.

The Board held a retreat last week to discuss rechartering at Orchard, facilities planning, and other goals for our community. Stay tuned for these items to appear on Board Agendas and to be discussed in our meetings over the next few months.

We are pleased there has been a renewed interest in Board Service from the community. As part of our ongoing efforts to recruit a robust Board of highly qualified candidates, the Board will continue to reach out to the community for those who would be well-equipped for Board service. As the process for qualification and preparation for Board service can take many months, it is important that the Board continue to recruit and network, bringing new members into this process throughout the year. For training, support, and organization purposes, most new members are brought on at the beginning of the school year, in August. If you or someone you know are interested in our schools' governance, please contact the Board at [bot@gvcharter.org](mailto:bot@gvcharter.org)

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 and River: [pc\\_orchard@gvcharter.org](mailto:pc_orchard@gvcharter.org)

Kindly,

Katie Gerski-Keller  
Board of Trustees, Chair  
Golden Valley Charter School  
Meredith Willson

Board of Trustees, Vic Chair  
Golden Valley Charter School





# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Caleb Buckley, EdD

October 9, 2024

*K-8 Tuition-Free Public Waldorf Schools*

## THE CHARTER MANAGEMENT OFFICE

This year the enrollment is down at both schools from our projected budget, 25 students and Orchard and 18 at River. That's \$430,000 of lost anticipated revenue. In other words, we built the current year's program around more students than enrolled as of September. One option is to increase the early childhood program, where we have a sizable waitlist and room to double track at the River School for 2 first grades in 2025-26. The board has also considered available options for moving the Orchard School to a larger site. Both of these topics are on the agenda. The schools are considering a town hall, potentially after the November board meeting to receive feedback from the parent community on large decisions before the board. Our focus in administration is still to increase revenue through attendance, enrollment, new programs, and annual giving. By December, budget cuts will be necessary to submit a balanced budget if income continues to fall.

The good news around campus is the festivals have begun. Grandparents Day at Orchard was well received and we look forward to bringing it to River later in the month. Friday, November 1 will be our next teacher work day. As requirements for the after school program have shifted from the state, I am speaking with other Waldorf Charters about how they will improve their programs.



**ORCHARD** – As autumn ushers in shorter days and a refreshing crispness in the air, Orchard concluded September with our cherished Courage Day celebration. This meaningful tradition encourages us to tap into our inner strength and resilience as we prepare for the darker, colder months ahead. A highlight of the day was the Dragon play, beautifully performed by our two second-grade classes. With the help of the sixth graders, who crafted two stunning dragons—one for each second-grade group—both were courageously tamed by the end of the play. In the afternoon, all students had the chance to display their own acts of bravery through a variety of Courage Day activities. The older students took part in archery and javelin, while all enjoyed face painting, pillow jousting, wrestling, and the ever-popular Sleeping Giant game. The atmosphere was filled with excitement, and students and adults alike had a wonderful time.

We are also thrilled to share some good news: the portion of our playground that was damaged by a fallen tree in January 2023 is set to be replaced. After navigating the FEMA process, we are excited to announce that the new equipment will be delivered by the end of November.

In addition, Orchard warmly welcomed grandparents and family friends for our annual Grandparents Day. Students proudly shared their main lesson books and musical talents, while guests enjoyed the opportunity to spend time with their loved ones. The morning concluded with class performances that showcased the rich and diverse aspects of our Waldorf curriculum, leaving everyone with a sense of joy and connection.

**RIVER** – We continue encourage all families to find ways to engage with the school community, whether through volunteering in the classroom, attending school events, or participating in Parent Circle. This participation sends a powerful message about the value of learning and community, and we are grateful for your **time, talent, and treasure**.

At River we are also continuing to build on the theme of **resilience**. As we move further into the school year, challenges inevitably arise—whether academic, social, or emotional. Resilience is the ability to navigate these challenges with a sense of hope and determination. We believe in cultivating resilience through a balanced, hands-on approach to education that encourages students to explore, make mistakes, and try again. In this spirit, we encourage parents to talk with their children about their experiences at school, not only celebrating their successes but also acknowledging and discussing the challenges they face. Whether it's mastering a new concept, navigating friendships, or trying their hand at a new craft, these moments of difficulty are opportunities for growth. Let's support our children in learning that mistakes are a natural part of learning, and that perseverance is key to overcoming obstacles.

**ACCOUNTABILITY & COMPLIANCE** – Golden Valley is trying to collect the last handful of meal applications. The data collected helps set funding levels for nearly all school programs.

Several family advisory committees are being planned and scheduled for the Fall semester. The feedback from these advisory committees is critical for GVCS when prioritizing programs and spending.

There are two pieces of recent legislation that GVCS is looking at and planning for:

1. Effective immediately, schools do not have to administer the ELPAC assessment to new English Language Learners entering TK. Instead, these students will wait until kinder to have the ELPAC assembly administered.

- Starting in 2025-26, schools will be able to recoup lost ADA revenue by offering attendance recovery opportunities during ELOP time after school.

Enrollment and Attendance - Orchard							
	Current Enrollment	ADA Month 1	Movement	<i>24/25 Budget Assumptions</i>			
TK	21	94 %	(2)	/	/		
K	34	95 %					
ABK	21	TK 97%/K 96%	(1)				
OBK	22	TK 93% / K 96%	(1)				
MBK	12	TK 92% / K 94%					
1	39	97 %					
2	45	96 %					
3	25	99 %	+1				
4	28	95 %					
5	29	95 %	(2)				
6	28	97 %					
7	22	95 %	(1)				
8	21	90 %				<i>Enrollment</i>	<i>ADA</i>
Total	291	96 %	(6)				

August Enrollment and Attendance - River							
	Current Enrollment	ADA Month 1	Movement	<i>23/24 Budget Assumptions</i>			
TK	27	98 %		/	/		
K	39	95 %					
CBK	22	TK 100% / K 100%					
LBK	22	TK 99% / K 96%					
PBK	22	TK 98% / K 96%					
1	32	97 %					
2	28	98 %					
3	25	97 %					
4	30	99 %	(1)				
5	30	96 %					
6	28	98 %	(1)				
7	19	95 %					
8	24	96 %	(1)				
HS 1	1	100 %					
HS 2	4	100 %					
HS 3	7	100 %				<i>Enrollment</i>	<i>ADA</i>
HS 4	3	99 %					

Total	297	96 %	(3)		
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**Enrollment** - We have recorded Parent Information Meetings available for prospective families to watch as well as scheduled in person meetings. We will continue to accept applications and make offers for enrollment when there is an open seat in a class.

**Outreach** - In October we will participate in two Outreach events. We will have an outreach booth at the annual Nature Fest hosted by Effie Yeaw Nature Center and the Rocklin Mini Maker Faire. Our purpose is to promote our two schools offering an activity and information about our curriculum.

Applications for Enrollment for the 2024-25 school year will continue to be accepted. Parent Information Meetings (PIM) were scheduled in September for both the orchard and River School for families to learn more about GVCS and learn how to apply. We will have our Home Study Hybrid PIM this month.

- Home Study Hybrid PIM: 10/16

Current waitlist for the Orchard School as of 10/4/2024

- TK- 13
- Kinder-11
- Grade Five- 3

Current waitlist for the River School as of 10/4/2024

- TK- 15
- Kinder- 21
- Grade 1- 2

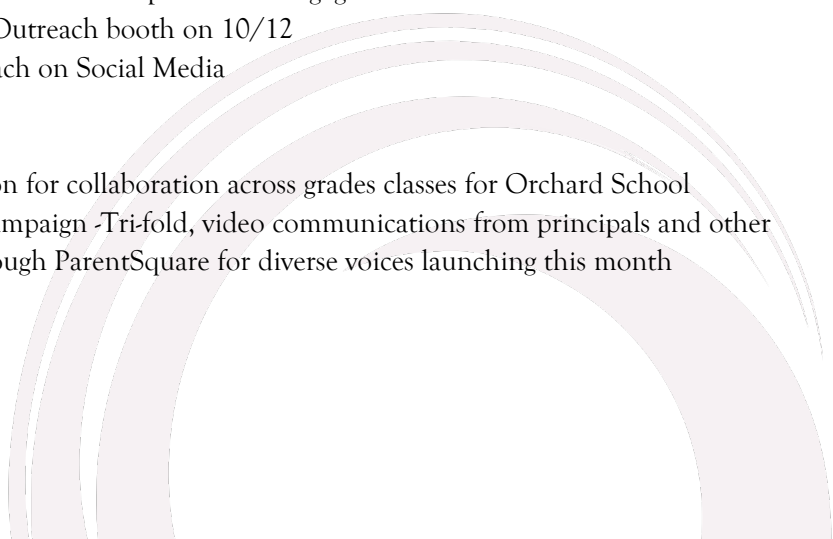
## MARKETING, OUTREACH & COMMUNICATION

Marketing & Outreach Focus: Communicating we are an established Charter School: 25<sup>th</sup> Anniversary Messaging

- Posting Actively on Social Media to keep followers engaged
- Rocklin Mini Maker Fair Outreach booth on 10/12
- Parent Enrichment Outreach on Social Media

Communications

- ParentSquare Groups utilization for collaboration across grades classes for Orchard School
- Time, Talent, and Treasure Campaign -Tri-fold, video communications from principals and other staff and faculty presented through ParentSquare for diverse voices launching this month



ANNUAL GIVING CAMPAIGN

- The percentages doubled from last month with teachers and parent meeting attendance of having a parent rep communicate and pass out information
- ParentSquare Communications going out as stand alone and in Newsletters about AGC
- A separate group for targeted communications in the month of October
- Earnie the Eagle, a felted Eagle made by an Alumnus, will visit a faculty meeting this month and be introduced to the teachers. The focus for Earnie the Eagle is to visit the class with the highest percentage of participation and bring and activity for that month to the winning class that symbolizes the Core Value of Creating Community. After the first month, Earnie will visit the class the largest participation increase. The goal is for Earnie to bring a nature experience to all lass who reach 100% by the end of the year and thank you to the teacher.

FUNDRASING with GVEF

- GVEF meetings and mixers are scheduled for one a month
  - GVEF launching Eagle Chase Communications for 10/4
  - Eagle Chase is 10/25 for River School & 10/26 for Orchard School
  - Gala forecast budget presented, and mixer set for 10/10

SCHOOL	Donors/Household Participation %	YTD Rec'd (FY23/24)	<i>Projected AGC Receivables 24/25 FY End</i>	Goal
GVOS	90/292	\$10,725		\$100,000
GVRS	167/297	\$17,928		\$100,000
General Donation	n/a			--
<b>Total</b>	<b>257/589</b>	<b>\$28,653</b>		<b>\$200,000</b>

AUGUST						
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NOVEMBER						
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31						18

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29	30					

JULY						
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20	21	22	23	24	25	26
27	28	29	30	31		

**Days of Note**

- August 6 – Orchard Registration
- August 8 – River Registration
- August 15 – First Day of School
- November 18-22 – Conference Days (min)
- March 18-20 – Conference Days (min)
- May 30 – Last Day of School

**Minimum Days**

- All Thursdays
- November 18-22
- March 18-20
- Instructional Days: 175
- Minimum Days: 43
- Regular Days: 132

**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

