



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

January 15, 2025

Board Meeting Access Information

Date: Wednesday, January 15, 2025
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 2, 6550 Filbert Ave, Orangevale, CA 95662

Zoom Link: **Topic: BOT Regular Meeting**
Time: Jan 15, 2025 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81740961790?pwd=vMV9j6zgWtGqralmRH8Qj5SMhmKr0i.1>

Meeting ID: 817 4096 1790

Passcode: 514260

One tap mobile

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Dial by your location

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Find your local number: <https://us02web.zoom.us/u/kdaggiyUNC>

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

Members of the public who wish to comment during the Board meeting may do so in person at the primary meeting location, a remote meeting location, or use the “raise hand” tool on the Zoom platform. Members of the public may also email their comments to the Board at bot@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 at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

January 15, 2025

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 Wilsen.

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**– 5:21 p.m. *(K. Gerski-Keller)*
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.
Action: Shall the Board approve the following items by consent?
 - 6.1 **Shall the board approve the December 18, 2024, Regular Meeting Minutes?**
 - 6.2 **Shall the board approve the 2023-2024 School Accountability Report Card (SARC) for Golden Valley Orchard School (GVOS)?**
 - 6.3 **Shall the board approve the 2023-2024 School Accountability Report Card (SARC) for Golden Valley Orchard School (GVOS)?**
 - 6.4 **Shall the board accept the 2023-2024 Golden Valley Charter Schools Fiscal Audit?**

7. **Golden Valley Orchard School Charter Renewal (2025-2030)** – 5:25 p.m. *(C. Buckley)*
Action/Discussion: Shall the board approve the Golden Valley Orchard School Charter Renewal (2025-2030) for submission to San Juan Unified School District?

January 15, 2025

8. **Faculty Reports** – 6:15 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. *(T. Pagan)*

9. **Executive Reports** – 6:30 p.m.

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

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

10. **Recitation of the Motto of the Social Ethic** – 7:00 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.

11. **Adjournment of the meeting** – 7:01 p.m.

(K. Gerski-Keller)

December 11, 2024

Regular Meeting Minutes

1. **Vice Chair Meredith Willsen called the meeting to order at 5:01 p.m.**
2. **Roll Call –**
Board Members: Adam Errington, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen, Katie Gerski-Keller (arrived at 6:24).
Board Members absent: Stephen Quadro.
Guests: Caleb Buckley, Jennifer Hoover, Amala Easton (Zoom), Becky Page, Jessica Zwane.
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 ACTION
4. **Flag Salute/Quote/Moment of Silence –** Executive Director Caleb Buckley read the Mercy Virtue Card.
5. **Public Comment –**

Will Payton made a public comment at River.
Emiliano Medrano made a public comment at River.
Stephanie Parmely made a public comment River.
6. **Closed Session: Conference with Legal Counsel – Anticipated Litigation–**
Action/Discussion: The board went into closed session at 5:14 to discuss significant exposure to litigation pursuant to § 54956.9(b): 1 case.

The board came out of closed session at 5:40 p.m. No action was taken.
7. **Consent Agenda–**
Shall the Board approve the following items by consent?
 - 6.1 It was moved by Meredith Willsen and seconded by Ekaterina Khmelniker that the board approve the October 9, 2024, Regular Meeting Minutes.
(Ayes: 3, Noes: 0, Abstain: 0)
 - 6.2 It was moved by Meredith Willsen and seconded by Ekaterina Khmelniker that the board approve the November 13, 2024, Regular Meeting Minutes.
(Ayes: 2, Noes: 0, Abstain: 1, Adam Errington)
 - 6.3 It was moved by Meredith Willsen and seconded by Ekaterina Khmelniker that the board approve the December 4, 2024, Special Meeting Minutes.
(Ayes: 3, Noes: 0, Abstain: 0)

December 11, 2024

6.4 It was moved by Meredith Willson and seconded by Ekaterina Khmelniker that the board the 2025/2026 Instructional Minutes.

(Ayes: 3, Noes: 0, Abstain: 0)

8. **First Interim Budget Report, GVOS –**

It was moved by Ekaterina Khmelniker and seconded by Adam Errington that the board approve the 2024/2025 First Interim Budget for Golden Valley Orchard.

9. **First Interim Budget Report, GVRS –**

It was moved by Adam Errington and seconded by Ekaterina Khmelniker that the board approve the 2024/2025 First Interim Budget for Golden Valley River.

10. **2023-2024 Financial Audit for GVCS –**

Action/Discussion: Shall the board accept the 2023/2024 financial audit of Golden Valley Charter Schools?

TABLED/NO ACTION

11. **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.

12. **Executive Reports –**

Board Chair Report: Board of Trustees Vice-Chair, Meredith Willson, presented items of interest to the board.

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

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

Action/Discussion: The board went into closed session at 6:32 p.m. to discuss significant exposure to litigation pursuant to § 54956.9(b): 1 case.

The board came out of closed session at 7:54 p.m. No action was taken.

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

15. **Chair Katie Gerski-Keller adjourned the meeting at 7:55 p.m.**

Respectfully submitted by Amala Easton.

Kstie Gerski-Keller, Chair

Date

Golden Valley River

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

Principal: Ryan Sutton, Principal

Phone: (916) 987-6141

Grade Span: K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Ryan Sutton, Principal

📍 Principal, Golden Valley River

About Our School



The 2023-24 school year witnessed positive developments and resilience at River School as it successfully navigated the post-pandemic landscape. The Renewal Room has continued to exemplify a thoughtful response to the emotional well-being of students, providing a dedicated space for support and rejuvenation. The revival of regular events, volunteerism, and increased parent engagement signaled a renaissance of the vibrant campus life that has always been integral to the River School experience. Witnessing a commitment to continuous improvement and prioritization of the well-being of the school community was not only heartening but underscored a forward-looking approach. The demonstrated respect and care for all reflected the inclusive and supportive culture that River School has long fostered. Undoubtedly, this unity and sense of community will remain a perpetual source of strength as the school continues its journey forward.

Contact

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

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

Email: rsutton@goldenvalleycharter.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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

School Contact Information (School Year 2024–25)

| | |
|--|--|
| School Name | Golden Valley River |
| Street | 9601 Lake Natoma Dr. |
| City, State, Zip | Orangevale, CA , 95662-5022 |
| Phone Number | (916) 987-6141 |
| Principal | Ryan Sutton, Principal |
| Email Address | rsutton@goldenvalleycharter.org |
| Website | www.goldenvalleycharter.org |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 34674470114983 |

School Description and Mission Statement (School Year 2024–25)

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

Our Mission

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

Our Vision

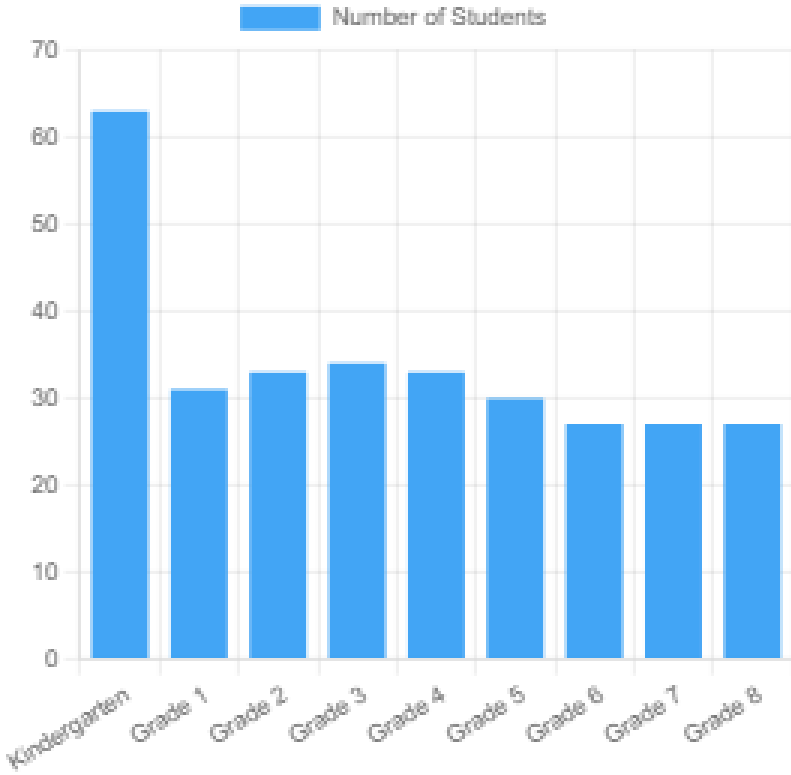
Expanding access for children and families to a community of public Waldorf Schools.

Strategic Plan

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

Student Enrollment by Grade Level (School Year 2023–24)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 63 |
| Grade 1 | 31 |
| Grade 2 | 33 |
| Grade 3 | 34 |
| Grade 4 | 33 |
| Grade 5 | 30 |
| Grade 6 | 27 |
| Grade 7 | 27 |
| Grade 8 | 27 |
| Total Enrollment | 305 |



Student Enrollment by Student Group (School Year 2023–24)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.20% |
| Male | 53.80% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 1.60% |
| Black or African American | 1.30% |
| Filipino | 0.30% |
| Hispanic or Latino | 21.30% |
| Native Hawaiian or Pacific Islander | 0.30% |
| Two or More Races | 8.50% |
| White | 65.90% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 3.00% |
| Foster Youth | 0.00% |
| Homeless | 0.70% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 32.50% |
| Students with Disabilities | 11.80% |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12.50 | 85.21% | 1946.10 | 78.12% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 21.60 | 0.87% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 80.70 | 3.24% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 243.50 | 9.78% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 2.10 | 14.72% | 199.10 | 8.00% | 15831.90 | 5.67% |
| Total Teaching Positions | 14.60 | 100.00% | 2491.10 | 100.00% | 279044.80 | 100.00% |

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

Teacher Preparation and Placement (School Year 2022–23)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.10 | 100.00% | 1925.60 | 80.09% | 231142.40 | 100.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 23.50 | 0.98% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 84.50 | 3.52% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 253.40 | 10.54% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 117.00 | 4.87% | 14303.80 | 5.15% |
| Total Teaching Positions | 15.10 | 100.00% | 2404.20 | 100.00% | 277698 | 100% |

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

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

| Authorization/Assignment | 2020–21 Number | 2021–22 Number | 2022–23 Number |
|---|---------------------------|---------------------------|---------------------------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 2.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 2.00 | 0.00 | 0 |

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

| Indicator | 2020–21 Number | 2021–22 Number | 2022–23 Number |
|--|---------------------------|---------------------------|---------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent | 2022– 23 Percent |
|--|------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 25.00% | 0% | 0% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.50% | 0% | 0% |

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|----------------------------|--|--|
| Reading/Language Arts | <p>Grades 7-8: Voyages in English Grammar and Writing, Loyola Press</p> <p>The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-5, though primary source materials are used.</p> | 0 |
| Mathematics | <p>Grades 3-5: Reveal Math</p> <p>Grades 6-8: Big Ideas Learning</p> <p>The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of mathematics s are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-2, though primary source materials are used.</p> | 0 |
| Science | <p>The LEA's instructional methodology is thematic interdisciplinary studies. Units of science are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides. The science curriculum is based on the Next Generation Science standards with the Waldorf phenomenological approach to teaching science.</p> | 0 |
| History-Social Science | <p>The LEA's instructional methodology is thematic interdisciplinary studies. Units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.</p> | 0 |
| Foreign Language | N/A | 0 |
| Health | <p>The LEA's instructional methodology is thematic interdisciplinary studies. Units of health are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.</p> | 0 |
| Visual and Performing Arts | <p>All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.</p> | 0 |

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------------|---|---|
| Science Lab Eqpmt (Grades 9-12) | N/A | 0 |

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: September 2024

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 45% | 45% | 42% | 40% | 46% | 47% |
| Mathematics (grades 3-8 and 11) | 18% | 26% | 29% | 29% | 34% | 35% |

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 173 | 172 | 99.42% | 0.58% | 44.77% |
| Female | 87 | 86 | 98.85% | 1.15% | 55.81% |
| Male | 86 | 86 | 100.00% | 0.00% | 33.72% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 34 | 33 | 97.06% | 2.94% | 42.42% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 53.85% |
| White | 118 | 118 | 100.00% | 0.00% | 44.07% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 49 | 49 | 100.00% | 0.00% | 30.61% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 24 | 23 | 95.83% | 4.17% | 13.04% |

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 173 | 171 | 98.84% | 1.16% | 26.32% |
| Female | 87 | 85 | 97.70% | 2.30% | 25.88% |
| Male | 86 | 86 | 100.00% | 0.00% | 26.74% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 34 | 32 | 94.12% | 5.88% | 15.63% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 38.46% |
| White | 118 | 118 | 100.00% | 0.00% | 28.81% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 49 | 48 | 97.96% | 2.04% | 12.50% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 24 | 23 | 95.83% | 4.17% | 13.04% |

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

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

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

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

| Subject | School 2022–23 | School 2023–24 | District 2022–23 | District 2023–24 | State 2022–23 | State 2023–24 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | 29.17% | 24.14% | 30.86% | 29.38% | 30.29% | 30.73% |

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 58 | 58 | 100.00% | 0.00% | 24.14% |
| Female | 32 | 32 | 100.00% | 0.00% | 21.88% |
| Male | 26 | 26 | 100.00% | 0.00% | 26.92% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 15 | 15 | 100.00% | 0.00% | 20.00% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 39 | 39 | 100.00% | 0.00% | 25.64% |
| English Learners | 0 | 0 | 0% | 0% | 0% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 24 | 24 | 100.00% | 0.00% | 8.33% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | -- | -- | -- | -- | -- |

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

Career Technical Education (CTE) Programs (School Year 2023–24)

N/A

Career Technical Education (CTE) Participation (School Year 2023–24)

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

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.00% |
| 2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00% |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|--------------|--|--|---|---|-------------------------------------|
| 5 | 97% | 97% | 93% | 97% | 97% |
| 7 | 100% | 100% | 100% | 100% | 100% |

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Parent Circle Meetings – monthly
Class Meetings - twice per year or more
Festival Committee--10-12 times per month
Diversity, Equity, and Inclusion Committee--monthly
Social and Cultural Events-varies
School Festivals - 2 per year
Parent Enrichment Evenings - 3 per year
LCAP Stakeholder Engagement Meetings - once per year
LCAP Parent Survey - once per year

State Priority: Pupil Engagement

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

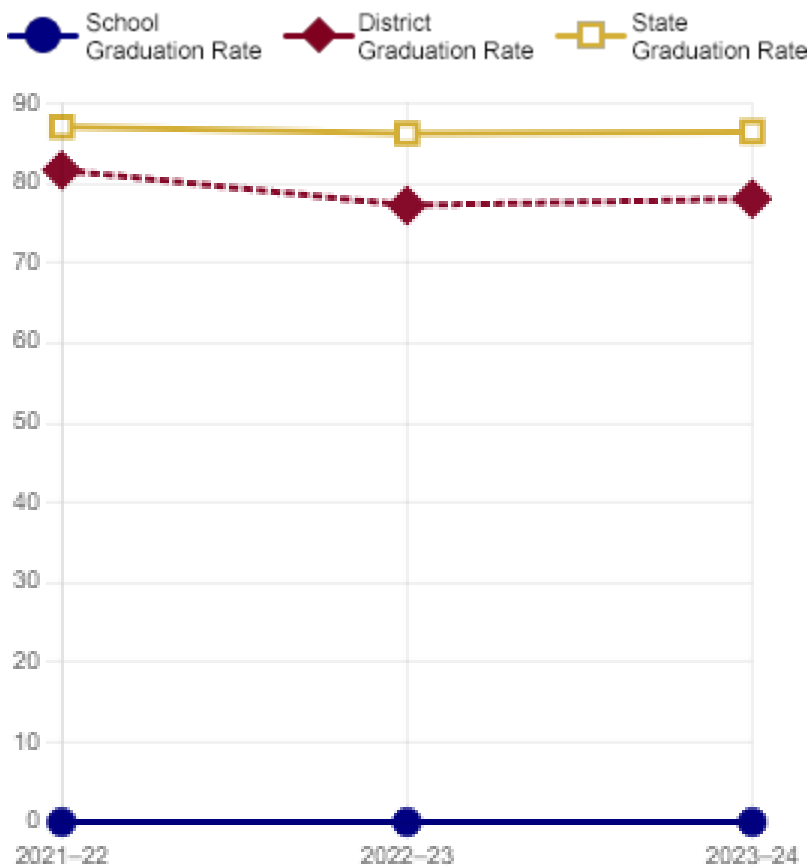
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

| Indicator | School 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-----------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Graduation Rate | | | | 81.6% | 77.2% | 78.0% | 87% | 86.2% | 86.4% |
| Dropout Rate | | | | 11.7% | 12.7% | 12.2% | 7.8% | 8.2% | 8.9% |

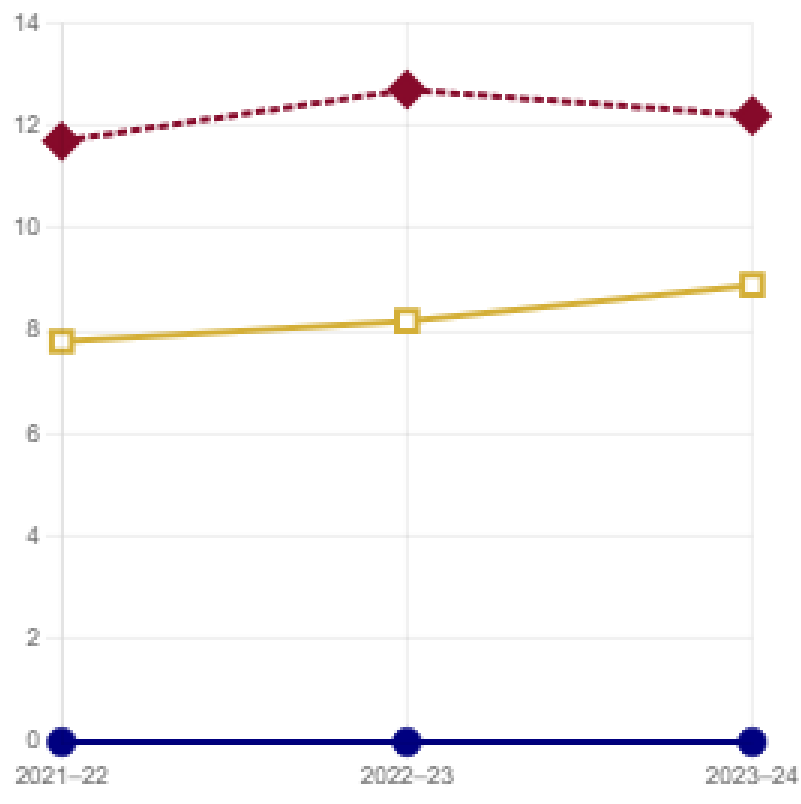
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates

● School Dropout Rate ◆ District Dropout Rate □ State Dropout Rate



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students | 0.0 | 0.0 | 0.0% |
| Female | 0.0 | 0.0 | 0.0% |
| Male | 0.0 | 0.0 | 0.0% |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0% |
| Asian | 0.0 | 0.0 | 0.0% |
| Black or African American | 0.0 | 0.0 | 0.0% |
| Filipino | 0.0 | 0.0 | 0.0% |
| Hispanic or Latino | 0.0 | 0.0 | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.0% |
| Two or More Races | 0.0 | 0.0 | 0.0% |
| White | 0.0 | 0.0 | 0.0% |
| English Learners | 0.0 | 0.0 | 0.0% |
| Foster Youth | 0.0 | 0.0 | 0.0% |
| Homeless | 0.0 | 0.0 | 0.0% |
| Socioeconomically Disadvantaged | 0.0 | 0.0 | 0.0% |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0% |
| Students with Disabilities | 0.0 | 0.0 | 0.0% |

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 324 | 312 | 47 | 15.1% |
| Female | 152 | 144 | 21 | 14.6% |
| Male | 172 | 168 | 26 | 15.5% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 68 | 67 | 10 | 14.9% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 26 | 26 | 3 | 11.5% |
| White | 215 | 206 | 33 | 16.0% |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 113 | 109 | 28 | 25.7% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 54 | 53 | 12 | 22.6% |

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

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 0.91% | 1.88% | 0.93% | 4.48% | 4.53% | 4.89% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.06% | 0.06% | 0.05% | 0.07% | 0.08% | 0.07% |

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

Suspensions and Expulsions by Student Group (School Year 2023–24)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.93% | 0% |
| Female | 0.66% | 0% |
| Male | 1.16% | 0% |
| Non-Binary | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% |
| Asian | 0% | 0% |
| Black or African American | 0% | 0% |
| Filipino | 0% | 0% |
| Hispanic or Latino | 1.47% | 0% |
| Native Hawaiian or Pacific Islander | 0% | 0% |
| Two or More Races | 0% | 0% |
| White | 0.47% | 0% |
| English Learners | 0% | 0% |
| Foster Youth | 0% | 0% |
| Homeless | 0% | 0% |
| Socioeconomically Disadvantaged | 1.77% | 0% |
| Students Receiving Migrant Education Services | 0% | 0% |
| Students with Disabilities | 1.85% | 0% |

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

School Safety Plan (School Year 2024–25)

GVRs complies with Education Code Section 47605(c)(5)(F)(ii). The School Safety Plan is drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan address and include adaptations for students for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

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

Link to [Safety Plans](#).

D. Other SARC information

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|--------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| K | 12.00 | 3 | | |
| 1 | 30.00 | | 1 | |
| 2 | 30.00 | | 1 | |
| 3 | 30.00 | | 1 | |
| 4 | 30.00 | | 1 | |
| 5 | 30.00 | | 1 | |
| 6 | 27.00 | | 2 | |
| Other** | 36.00 | 1 | | 1 |

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--|---|---|
| English Language Arts | 0.00 | 0 | 0 | 0 |
| Mathematics | 0.00 | 0 | 0 | 0 |
| Science | 0.00 | 0 | 0 | 0 |
| Social Science | 0.00 | 0 | 0 | 0 |

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--|---|---|
| English Language Arts | | | | |
| Mathematics | 6.00 | 1 | | |
| Science | | | | |
| Social Science | | | | |

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

| Title | Ratio |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 0 |

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

Student Support Services Staff (School Year 2023–24)

| Title | Number of FTE* Assigned to School |
|---|--|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.50 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other** | 0.00 |

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$1440.00 | \$4146.00 | \$10294.00 | \$60068.35 |
| District | N/A | N/A | -- | \$89596.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$10770.62 | \$94625.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

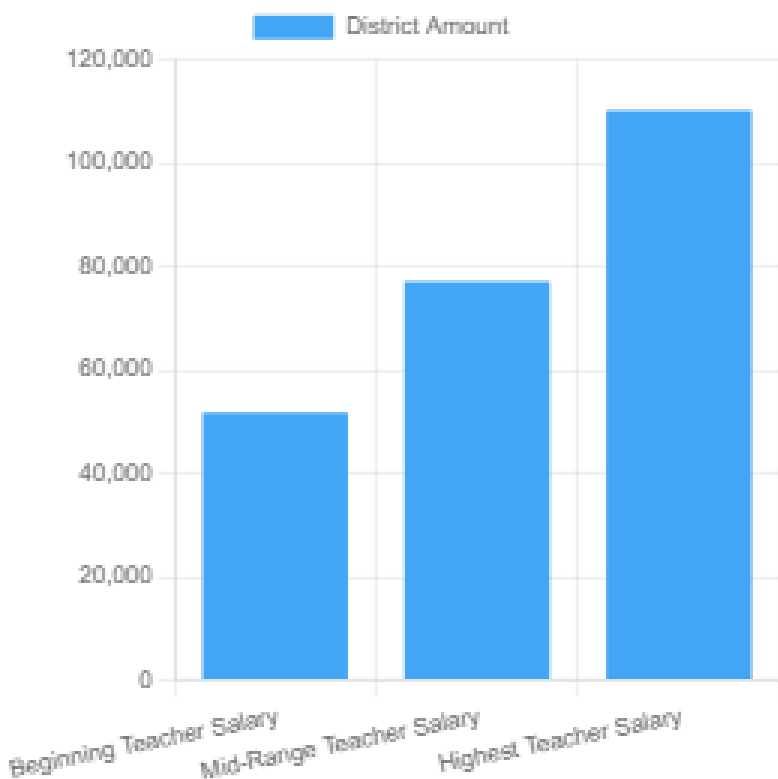
Types of Services Funded (Fiscal Year 2023–24)

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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

| Category | District Amount | State Average For Districts In Same Category |
|---|------------------------|---|
| Beginning Teacher Salary | \$51700.00 | \$56572.74 |
| Mid-Range Teacher Salary | \$77000.00 | \$87185.69 |
| Highest Teacher Salary | \$110100.00 | \$119664.66 |
| Average Principal Salary (Elementary) | \$135144.00 | \$148486.09 |
| Average Principal Salary (Middle) | \$142130.00 | \$154835.19 |
| Average Principal Salary (High) | \$161747.00 | \$170007.96 |
| Superintendent Salary | \$324066.00 | \$338699.13 |
| Percent of Budget for Teacher Salaries | 0.32% | 31.41% |
| Percent of Budget for Administrative Salaries | 0.06% | 4.86% |

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses %

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0 |

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

Professional Development

| Measure | 2022– 23 | 2023– 24 | 2024– 25 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |



Golden Valley Charter Schools for Education Renewal

Charters #0946, #1728

Financial Statements
June 30, 2024



Golden Valley Charter Schools for Education Renewal

Financial Statements
Year Ended June 30, 2024

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Independent Auditor's Report

To the Board of Directors
Golden Valley Charter Schools for Education Renewal

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Golden Valley Charter Schools for Education Renewal (a nonprofit organization), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Golden Valley Charter Schools for Education Renewal as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Golden Valley Charter Schools for Education Renewal and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Golden Valley Charter Schools for Education Renewal's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Golden Valley Charter Schools for Education Renewal' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Golden Valley Charter Schools for Education Renewal' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Golden Valley Charter Schools for Education Renewal' financial statements.

The accompanying financial statements by school and additional accompanying supplementary information, as identified in the Table of Contents and as required by the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the accompanying supplementary information, as identified in the Table of Contents, are fairly state, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Other Information section of the report, as identified in the table of contents, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2024 on our consideration of Golden Valley Charter Schools for Education Renewal' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Golden Valley Charter Schools for Education Renewal' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Golden Valley Charter Schools for Education Renewal' internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "Wilkinson Hedley King & Co. LLP". The signature is written in a cursive, flowing style.

El Cajon, California
December 15, 2024

Financial Statements

Golden Valley Charter Schools for Education Renewal
Statement of Financial Position
June 30, 2024

Assets

| | |
|-----------------------------|---------------------|
| Cash and cash equivalents | \$ 475,062 |
| Accounts receivable | 1,674,378 |
| Prepaid expenses | 124,638 |
| Property and equipment, net | 1,723 |
| Total Assets | <u>\$ 2,275,801</u> |

Liabilities and Net Assets

Liabilities

| | |
|--|------------------|
| Accounts payable - vendors | \$ 202,686 |
| Accounts payable - grantor governments | 464,521 |
| Accrued payroll liabilities | 247,670 |
| Unearned revenue | 398,133 |
| Accrued vacation liability | 194,269 |
| Total Liabilities | <u>1,507,279</u> |

Net Assets

| | |
|---|---------------------|
| Without donor restrictions | |
| Undesignated | 766,799 |
| Invested in property and equipment, net of related debt | <u>1,723</u> |
| Total Net Assets | <u>768,522</u> |
| Total Liabilities and Net Assets | <u>\$ 2,275,801</u> |

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal

Statement of Activities Year Ended June 30, 2024

| | Without Donor Restrictions | With Donor Restrictions | Total |
|--|-------------------------------|----------------------------|--------------|
| Revenue, Support, and Gains | | | |
| Local Control Funding Formula (LCFF) sources | | | |
| State aid | \$ 4,145,370 | \$ - | \$ 4,145,370 |
| Education protection account state aid | 488,828 | - | 488,828 |
| Transfers in lieu of property taxes | 1,775,882 | - | 1,775,882 |
| Total LCFF sources | 6,410,080 | - | 6,410,080 |
| Federal contracts and grants | - | 269,823 | 269,823 |
| State contracts and grants | 523,348 | 1,208,170 | 1,731,518 |
| Local contracts and grants | 100,917 | - | 100,917 |
| Donations | 267,056 | - | 267,056 |
| Rental income - Hope Vision Center | - | - | - |
| Interest income | 274 | - | 274 |
| Net assets released from restriction - | - | - | - |
| Grant restrictions satisfied | 1,477,993 | (1,477,993) | - |
| Total revenue, support, and gains | 8,779,668 | - | 8,779,668 |
| Expenses and Losses | | | |
| Program services expense | 6,953,316 | - | 6,953,316 |
| Supporting services expense | 2,084,910 | - | 2,084,910 |
| Total expenses and losses | 9,038,226 | - | 9,038,226 |
| Change in Net Assets | (258,558) | - | (258,558) |
| Net Assets, Beginning of Year | 1,027,080 | - | 1,027,080 |
| Net Assets, End of Year | \$ 768,522 | \$ - | \$ 768,522 |

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal
Statement of Functional Expenses
Year Ended June 30, 2024

| | Program Services | Supporting Services | Total |
|--|----------------------|------------------------|---------------------|
| | Educational Programs | Management and General | |
| Salaries and wages | \$ 3,316,135 | \$ 1,151,483 | \$ 4,467,618 |
| Pension expense | 1,000,868 | 300,173 | 1,301,041 |
| Other employee benefits | 395,137 | 59,743 | 454,880 |
| Payroll taxes | 125,818 | 72,056 | 197,874 |
| Fees for services: | | | |
| Management | - | 207,403 | 207,403 |
| Legal | - | 4,185 | 4,185 |
| Audit | - | 15,500 | 15,500 |
| Professional consulting | 454,510 | - | 454,510 |
| District oversight | - | 63,902 | 63,902 |
| Banking and service charges | - | 44,169 | 44,169 |
| Advertising and promotion | - | 638 | 638 |
| Information technology | 19,840 | 24 | 19,864 |
| Operation and housekeeping | 910 | - | 910 |
| Occupancy | 727,098 | 30,261 | 757,359 |
| Conferences, conventions, and meetings | 151,336 | 564 | 151,900 |
| Depreciation | 4,112 | - | 4,112 |
| Insurance | - | 98,404 | 98,404 |
| Other expenses: | | | |
| Books and supplies | 634,462 | 877 | 635,339 |
| Equipment rental and repair | 15,929 | - | 15,929 |
| Student events | 107,161 | - | 107,161 |
| Dues and memberships | - | 18,435 | 18,435 |
| Miscellaneous | - | 17,093 | 17,093 |
| Total expenses by function | <u>\$ 6,953,316</u> | <u>\$ 2,084,910</u> | <u>\$ 9,038,226</u> |

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal

Statement of Cash Flows

Year Ended June 30, 2024

| | |
|---|---------------------|
| Cash Flows from Operating Activities | |
| Receipts from federal, state, and local contracts and grants | \$ 6,046,720 |
| Receipts from property taxes | 1,775,882 |
| Receipts from interest | 274 |
| Other cash receipts | 267,056 |
| Payments for salaries, benefits and payroll taxes | (6,453,100) |
| Payments to vendors | (2,414,745) |
| Net Cash Used For Operating Activities | <u>(777,913)</u> |
| Cash Flows from Investing Activities | |
| Purchases of property and equipment | (1,380) |
| Net Cash From Investing Activities | <u>(1,380)</u> |
| Net Change in Cash and Cash Equivalents | (779,293) |
| Cash and Cash Equivalents, Beginning of Year | <u>1,254,355</u> |
| Cash and Cash Equivalents, End of Year | <u>\$ 475,062</u> |
| Reconciliation of Change in Net Assets to Net Cash Used For Operating Activities | |
| Change in net assets | \$ (258,558) |
| Adjustments to reconcile change in net assets to net cash: | |
| Depreciation and amortization | 4,112 |
| Changes in operating assets and liabilities | |
| (Increase) Decrease in assets | |
| Accounts receivable | (551,059) |
| Accounts receivable - related entities | 12,164 |
| Prepaid expenses | 90,337 |
| Increase (Decrease) in liabilities | |
| Accounts payable - vendors | 95,455 |
| Accounts payable - grantor governments | (21,597) |
| Accrued payroll liabilities | (31,687) |
| Unearned revenue | (117,080) |
| Net Cash Used For Operating Activities | <u>\$ (777,913)</u> |

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements
Year Ended June 30, 2024

A. Principal Activity and Summary of Significant Accounting Policies

Organization

Charter Schools

Golden Valley Charter Schools for Educational Renewal (the Organization) is a non-profit public benefit corporation. The Organization petitioned and was approved through San Juan Unified School District for a charter. The mission of the Organization is that each student becomes a self-directed, life-long learner with the support of a community of peers, teachers, and parents. The Organization envisions that through a whole-child approach to learning, student curiosity, enthusiasm and effort will enable all children to reach the fullest expression of their individual potential.

The Organization operates two charter schools. Golden Valley River [#0946] is a K-8 charter school and was granted a charter number under the sponsorship of the San Juan Unified School District for a charter in July 2007. Golden Valley Orchard [#1728] is a K-8 charter school that was granted its charter by the San Juan Unified School District in May 2015. They were formed pursuant to the terms of the Charter Schools Act (the Act) of 1992, as amended. The Act authorized the formation of charter schools for the purpose, among others, of developing new, innovative, and more flexible ways of educating children within the public school system. In 2015, Golden Valley Charter Schools for Educational Renewal transitioned from a single site to a central office of a charter management organization in order to support operating multiple schools.

Home Office

The home office location is utilized by the back office, CSMC, to handle intercompany transactions for the entity as a whole. It is not a separate entity, the assets and liabilities that it has belong to the Organization.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit corporations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The Organization considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of non-interest bearing amounts due to the Organization for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the Organization.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Property and Equipment

The Organization records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2024.

Investments

The Organization's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments result in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities. The Organization's policy is to follow the fair value measurement and reporting requirements contained in FASB ASC 820 *Fair Value Measurements and Disclosures*.

Prepaid Expenses

Prepaid expenses are recorded to account for expenditures during the benefiting period.

Leases

The Organization leases facilities and equipment which are utilized in its charitable purpose. The Organization determines if an arrangement is a lease at inception. Operating leases are included in the operating lease right-of-use assets, other current liabilities, and operating lease liabilities in the Statement of Financial Position. Financing leases are included in the financing lease right-of-use assets, other current liabilities, and financing lease liabilities in the Statement of Financial Position.

Right-of-use assets represent our right to use an underlying asset for the lease term and lease liabilities represent our obligation to make lease payments arising from the lease. Operating lease right-of-use assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. As most of our leases do not provide an implicit rate, we use our incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments. The operating lease right-of-use asset also includes any lease payments made and excludes lease incentives. Our lease term may include options to extend or terminate the lease when it is reasonably certain that we will exercise that option. Lease expense for lease payments is recognized on a straight-line basis over the lease term.

The lease agreements do not contain any material residual value guarantees or material restrictive covenants.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

The Organization has lease agreements with lease and non-lease components, which are generally accounted for separately. The Organization has elected to apply the short-term lease exemption to any leases with terms of 12 months or less or any leases below the threshold of \$5,000.

In evaluating contracts to determine if they qualify as a lease, the Organization considers factors such as whether they have obtained substantially all of the rights to the underlying asset through exclusivity, if the Organization can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

In allocating consideration in the contract to the separate lease components and the non-lease components, the Organization uses the stand-alone prices of the lease and non-lease components. Observable stand-alone prices are used, if available. If the stand-alone price for a component has a high level of variability or uncertainty, this allocation may require significant judgment.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the Organization. Accumulated sick leave benefits are not recognized as liabilities of the Organization. The Organization's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates those resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the Organization's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2024.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the Organization to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Revenue and Revenue Recognition

The Organization follows the provisions of FASB ASC 958-605 thereby recognizing revenue when applicable performance related barriers have been satisfied and the revenue is earned. A performance-related barrier represents something that must be achieved, performed or delivered in order to receive funds. Performance related barriers are required to be measurable, limit discretion by recipient on the conduct of the activity, and the stipulations are related to the purpose of the agreement or grant. When funds are received and performance-related barriers are not satisfied, the Organization records the funds as unearned revenue.

After the Organization has determined that performance related barriers have been satisfied, the revenue is recognized as either restricted or unrestricted based on the nature of the resources and conditions of the grantor. Restrictions on recognized revenue could constitute allowable uses of the resources that are narrower than the Organization's mission but are not considered performance-related barriers. Restricted resources are released from their restriction once the restricted purpose has been satisfied.

The Organization primarily receives funds from the California Department of Education (CDE). Local Control Funding Formula revenue and state revenues received from CDE are based on the Organization's average daily attendance (ADA) of students and recognized in the period the ADA occurs. In addition, the Organization receives state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

LCFF Revenues and Payments in Lieu of Property Taxes

The Organization's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 73% of the Organization's revenue.

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

The LCFF includes the following components applicable to the Organization:

1. Provides a base grant for each school based on the school's ADA. The actual base grant varies based on grade span.
2. Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
3. Provides a supplemental grant equal to 20 percent of the adjusted base grants for targeted disadvantaged students. Targeted students are those classified as English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, homeless youth, or any combination of these factors (unduplicated count).
4. Provides a concentration grant equal to 65 percent of the adjusted base grant for targeted students exceeding 55 percent of the school's enrollment.

The Organization is not at risk of losing these funding sources, as long as the schools maintain a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

Income Taxes

The Organization is a 509(a)(1) publicly supported non-profit Organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The Organization is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The Organization may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2024, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The Organization follows provisions of uncertain tax positions as addressed in ASC 958. The Organization recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2024.

The Organization files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Advertising

Advertising costs are expensed as incurred and approximated \$638 during the year ended June 30, 2024.

Financial Instruments and Credit Risk

The Organization manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the Organization to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the Organization has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by the Organization and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year-to-year basis, The Organization believes that the investment policies and guidelines are prudent for the long-term welfare of the Organization.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2023-24 fiscal year:

| Description | Date Issued |
|--|-------------|
| FASB Accounting Standards Update 2016-13 - <i>Credit Losses (Topic 326)</i> | Jun-16 |
| FASB Accounting Standards Update 2017-04 - <i>Intangibles, Goodwill & Other (Topic 350)</i> | Jan-17 |
| FASB Accounting Standards Update 2018-19 - <i>Codification Improvements for Credit Losses (Topic 326)</i> | Nov-18 |
| FASB Accounting Standards Update 2019-10 - <i>Financial Instruments, Credit Losses</i> | Nov-19 |
| FASB Accounting Standards Update 2022-02 - <i>Financial Instruments-Credit Losses (Topic 326): Troubled Debt Restructurings and Vintage Disclosures</i> | Mar-22 |
| FASB Accounting Standards Update 2022-04 - <i>Liabilities-Supplier Finance Programs (Subtopic 405-50): Disclosure of Supplier Finance Program Obligations</i> | Sep-22 |
| FASB Accounting Standards Update 2023-06 - <i>Disclosure Improvements Codification Amendments in Response to the SEC's Disclosure Update and Simplification Initiative</i> | Oct-23 |

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The Organization has adopted provisions of effective Accounting Standards Updates. The issuance of these standards did not result in a presentation or accounting change that impacted these financial statements.

Subsequent Events

In preparing these financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through December 15, 2024, the date the financial statements were available to be issued.

B. Liquidity and Availability

The Organization's financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

| | Golden Valley River | Golden Valley Orchard | Home Office | Total |
|---------------------------|------------------------|--------------------------|-------------------|---------------------|
| Cash and cash equivalents | \$ 364,356 | \$ - | \$ 110,706 | \$ 475,062 |
| Accounts receivable | 1,047,577 | 626,801 | - | 1,674,378 |
| Total | <u>\$ 1,411,933</u> | <u>\$ 626,801</u> | <u>\$ 110,706</u> | <u>\$ 2,149,440</u> |

As part of the Organization's liquidity management plan, the Organization invests cash in excess of daily requirements in short-term investments, CDs, and money market funds.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

C. Cash and Investments

The Organization's cash and investments on June 30, 2024, consisted of the following:

| | Golden Valley River | Golden Valley Orchard | Home Office | Total |
|---------------------------------|------------------------|--------------------------|-------------|------------|
| Cash in bank accounts | \$ 364,356 | \$ - | \$ 110,706 | \$ 475,062 |
| Total cash and cash equivalents | \$ 364,356 | \$ - | \$ 110,706 | \$ 475,062 |

Cash in Bank

The Organization's cash in bank (\$475,062 as of June 30, 2024) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2024, the Organization held \$873,450 in excess of the FDIC insured amounts. The Organization reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The Organization has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

D. Accounts Receivable

As of June 30, 2024, the Organization's accounts receivable consisted of the following:

| | Golden Valley River | Golden Valley Orchard | Total |
|---------------------------------|------------------------|--------------------------|--------------|
| Federal Government | | | |
| Title I | \$ - | \$ 7,606 | \$ 7,606 |
| ESSER | 35,230 | 32,919 | 68,149 |
| Child Nutrition | 12,067 | 12,577 | 24,644 |
| Other Federal Programs | 9,126 | 20,889 | 30,015 |
| State Government | | | |
| Education Protection Account | 1,838 | 13,011 | 14,849 |
| State Aid | 638,862 | 236,795 | 875,657 |
| Lottery Funding | 28,744 | 41,513 | 70,257 |
| Child Nutrition | 15,764 | 20,854 | 36,618 |
| Expanded Learning Opportunities | 57,849 | 9,799 | 67,648 |
| Special Education | 59,435 | 57,847 | 117,282 |
| Other State Programs | 1,757 | 20,898 | 22,655 |
| Local Government | | | |
| Property Tax Payments | 186,905 | 152,093 | 338,998 |
| Total Accounts Receivable | \$ 1,047,577 | \$ 626,801 | \$ 1,674,378 |

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

E. Prepaid Expenses

As of June 30, 2024, the Organization's prepaid expenses consisted of the following:

| | Golden Valley River | Golden Valley Orchard | Home Office | Total |
|------------------------|------------------------|--------------------------|------------------|-------------------|
| Rent | \$ 24,855 | \$ 24,327 | \$ 8,253 | \$ 24,855 |
| Prepaid vendors | 21,193 | 20,368 | 11,195 | 52,756 |
| Insurance | - | - | 14,447 | 14,447 |
| Total Prepaid Expenses | <u>\$ 46,048</u> | <u>\$ 44,695</u> | <u>\$ 33,895</u> | <u>\$ 124,638</u> |

F. Property and Equipment

Property and equipment for Golden Valley River consisted of the following at June 30, 2024:

| | Beginning Balance | Additions | Deletions | Ending Balance |
|------------------------------------|----------------------|-------------------|-------------|-------------------|
| Depreciable Capital Assets | | | | |
| Equipment, Furniture, and Fixtures | \$ 14,324 | \$ - | \$ - | \$ 14,324 |
| Total Depreciable Capital Assets | 14,324 | - | - | 14,324 |
| Total Capital Assets | 14,324 | - | - | 14,324 |
| Less Accumulated Depreciation | (11,221) | (2,864) | | (14,085) |
| Capital Assets, Net | <u>\$ 3,103</u> | <u>\$ (2,864)</u> | <u>\$ -</u> | <u>\$ 239</u> |

Property and equipment for Golden Valley Orchard consisted of the following at June 30, 2024:

| | Beginning Balance | Additions | Deletions | Ending Balance |
|------------------------------------|----------------------|---------------|-------------|-------------------|
| Depreciable Capital Assets | | | | |
| Equipment, Furniture, and Fixtures | \$ 6,239 | \$ 1,380 | \$ - | \$ 7,619 |
| Total Depreciable Capital Assets | 6,239 | 1,380 | - | 7,619 |
| Total Capital Assets | 6,239 | 1,380 | - | 7,619 |
| Less Accumulated Depreciation | (4,887) | (1,248) | | (6,135) |
| Capital Assets, Net | <u>\$ 1,352</u> | <u>\$ 132</u> | <u>\$ -</u> | <u>\$ 1,484</u> |

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Consolidated property and equipment consisted of the following at June 30, 2024:

| | Beginning Balance | Additions | Deletions | Ending Balance |
|------------------------------------|----------------------|------------|-----------|-------------------|
| Depreciable Capital Assets | | | | |
| Equipment, Furniture, and Fixtures | \$ 20,563 | \$ 1,380 | \$ - | 21,943 |
| Total Depreciable Capital Assets | 20,563 | 1,380 | - | 21,943 |
| Total Capital Assets | 20,563 | 1,380 | - | 21,943 |
| Less Accumulated Depreciation | (16,108) | (4,112) | - | (20,220) |
| Capital Assets, Net | \$ 4,455 | \$ (2,732) | \$ - | \$ 1,723 |

G. Unearned Revenue

As of June 30, 2024, the Organization's unearned revenue consisted of the following:

| | Golden Valley River | Golden Valley Orchard |
|--|------------------------|--------------------------|
| Federal Revenue: | | |
| Title I | \$ 1,584 | \$ - |
| State Programs: | | |
| Prop 28 Arts and Music | 34,284 | 29,872 |
| Arts, Music, and Instructional Materials | 58,526 | 50,615 |
| Learning Recovery Emergency | 91,574 | 131,678 |
| Total | \$ 185,968 | \$ 212,165 |

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2024:

| | Golden Valley River | Golden Valley Orchard |
|--|------------------------|--------------------------|
| Unearned Revenue, beginning of period | \$ 224,127 | \$ 291,086 |
| Increases in unearned revenue due to cash received during the period | 117,422 | 100,406 |
| Decreases in unearned revenue due to performance obligations met during the period | (155,581) | (179,327) |
| Unearned Revenue, end of period | \$ 185,968 | \$ 212,165 |

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

H. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the Organization chooses to stop participating in some of its multi-employer plans, the Organization may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The Organization's participation in these plans for the fiscal year ended June 30, 2024, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2024, 2023 and 2022 is for the plan's year-end at June 30, 2024, 2023 and 2022, respectively. The zone status is based on information that the Organization received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Golden Valley Charter Schools for Education Renewal increased in CalSTRS contributions from 2022 to 2023 by 58.85% followed by an increase in 2024 of 29.37%. Golden Valley Charter Schools for Education Renewal increased in CalPERS contributions from 2022 to 2023 by 5.84% followed by an increase in 2024 of 25.59%. The increase in both STRS and PERS is largely due to an increase in participants combined with an increase in salaries and contribution rates.

| Pension Fund | EIN/ Pension Plan Number | Pension Protection Act Zone Status Year Ended June 30, | | | FIP/RP Status Pending/ Implemented | |
|--------------|--------------------------------|--|------------|-----------|---|----------------------|
| | | 2024 | 2023 | 2022 | | |
| CalSTRS | 34098 | Green | Green | Green | No | |
| CalPERS | 5621014982 | Yellow | Yellow | Green | No | |
| | | Contributions | | | Number of Employees | Surcharge Imposed |
| Pension Fund | 2024 | 2023 | 2022 | Employees | Imposed | |
| CalSTRS | \$ 809,599 | \$ 625,783 | \$ 393,936 | 42 | No | |
| CalPERS | 491,442 | 391,312 | 369,708 | 50 | No | |
| Total | \$ 1,301,041 | \$ 1,017,095 | \$ 763,644 | 92 | | |

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

CalSTRS:

The Organization contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2023, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 19.10% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The Organization made contributions as noted above. For the year ended June 30, 2023, the State contributed \$458,971 (10.828% of certificated salaries plus an additional supplemental amount) on behalf of the Organization.

CalPERS:

The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2022-23 was 25.37% of classified salaries. The Organization made contributions as noted above.

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

I. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

| Description | Date Issued | Fiscal Year Effective |
|--|-------------|-----------------------|
| FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i> | Aug-18 | 2024-25 |
| FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i> | Nov-19 | 2024-25 |
| FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i> | Aug-20 | 2024-25 |
| FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i> | Aug-20 | 2024-25 |
| FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i> | Nov-20 | 2025-26 |
| FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i> | Oct-21 | 2024-25 |
| FASB Accounting Standards Update 2022-01 - <i>Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method</i> | Mar-22 | 2024-25 |
| FASB Accounting Standards Update 2022-03 - <i>Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions</i> | Jun-22 | 2025-26 |
| FASB Accounting Standards Update 2022-05 - <i>Financial Services - Insurance (Topic 944): Transition for Sold Contracts</i> | Dec-22 | 2025-26 |
| FASB Accounting Standards Update 2023-01 - <i>Leases (Topic 842): Common Control Arrangements</i> | Mar-23 | 2024-25 |
| FASB Accounting Standards Update 2023-02 - <i>Investments (Topic 323): Accounting for Investments in Tax Credit Structures</i> | Mar-23 | 2025-26 |
| FASB Accounting Standards Update 2023-05 - <i>Business Combinations - Joint Venture Formations (Subtopic 805-60)</i> | Aug-23 | 2024-25 |
| FASB Accounting Standards Update 2023-07 - <i>Segment Reporting (Topic 280)</i> | Nov-23 | 2024-25 |
| FASB Accounting Standards Update 2023-08 - <i>Intangibles - Goodwill and Other - Crypto Assets (Subtopic 350-60)</i> | Dec-23 | 2025-26 |
| FASB Accounting Standards Update 2023-09 - <i>Income Taxes (Topic 740)</i> | Dec-23 | 2026-27 |
| FASB Accounting Standards Update 2024-01 - <i>Compensation - Stock Compensation (Topic 718)</i> | Mar-24 | 2026-27 |
| FASB Accounting Standards Update 2024-02 - <i>Codification Improvements - Amendments to Remove References to the Concepts Statements</i> | Mar-24 | 2026-27 |

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the Organization.

Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Financial Position
June 30, 2024

| | Golden Valley River | Golden Valley Orchard | Home Office | Elimination | Total |
|---|------------------------|--------------------------|-------------------|---------------------|---------------------|
| Assets | | | | | |
| Cash and cash equivalents | \$ 364,356 | \$ - | \$ 110,706 | \$ - | \$ 475,062 |
| Accounts receivable | 1,047,577 | 626,801 | - | - | 1,674,378 |
| Accounts receivable - related entities | 30,962 | 29,447 | 158,310 | (218,719) | - |
| Prepaid expenses | 46,048 | 44,695 | 33,895 | - | 124,638 |
| Property and equipment, net | 239 | 1,484 | - | - | 1,723 |
| Total Assets | <u>\$ 1,489,182</u> | <u>\$ 702,427</u> | <u>\$ 302,911</u> | <u>\$ (218,719)</u> | <u>\$ 2,275,801</u> |
| Liabilities and Net Assets | | | | | |
| Liabilities | | | | | |
| Accounts payable - vendors | \$ 90,495 | \$ 86,811 | \$ 25,380 | \$ - | \$ 202,686 |
| Accounts payable - related entities | - | 158,310 | 60,409 | (218,719) | - |
| Accounts payable - grantor governments | 376,386 | 88,135 | - | - | 464,521 |
| Accrued payroll liabilities | - | - | 247,670 | - | 247,670 |
| Unearned revenue | 185,968 | 212,165 | - | - | 398,133 |
| Accrued vacation liability | 82,777 | 81,632 | 29,860 | - | 194,269 |
| Total Liabilities | <u>735,626</u> | <u>627,053</u> | <u>363,319</u> | <u>(218,719)</u> | <u>1,507,279</u> |
| Net Assets | | | | | |
| Without donor restrictions | | | | | |
| Undesignated | 753,317 | 73,890 | (60,408) | - | 766,799 |
| Invested in property and equipment, net of related debt | 239 | 1,484 | - | - | 1,723 |
| Total Net Assets | <u>753,556</u> | <u>75,374</u> | <u>(60,408)</u> | <u>-</u> | <u>768,522</u> |
| Total Liabilities and Net Assets | <u>\$ 1,489,182</u> | <u>\$ 702,427</u> | <u>\$ 302,911</u> | <u>\$ (218,719)</u> | <u>\$ 2,275,801</u> |

See Accompanying Notes to Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Activities
Year Ended June 30, 2024

| | Golden Valley River | | Golden Valley Orchard | | Home Office | Elimination | Total |
|--|-------------------------------|----------------------------|-------------------------------|----------------------------|-------------------------------|-------------------------------|-------------------|
| | Without Donor Restrictions | With Donor Restrictions | Without Donor Restrictions | With Donor Restrictions | Without Donor Restrictions | Without Donor Restrictions | |
| Revenue, Support, and Gains | | | | | | | |
| Local Control Funding Formula (LCFF) sources | | | | | | | |
| State aid | \$ 1,988,803 | \$ - | \$ 2,156,567 | \$ - | \$ - | \$ - | \$ 4,145,370 |
| Education protection account state aid | 434,568 | - | 54,260 | - | - | - | 488,828 |
| Transfers in lieu of property taxes | 888,675 | - | 887,207 | - | - | - | 1,775,882 |
| Total LCFF sources | <u>3,312,046</u> | <u>-</u> | <u>3,098,034</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>6,410,080</u> |
| Federal contracts and grants | - | 132,238 | - | 137,585 | - | - | 269,823 |
| State contracts and grants | 291,224 | 614,984 | 232,124 | 593,186 | - | - | 1,731,518 |
| Local contracts and grants | 41,704 | - | 40,336 | - | 18,877 | - | 100,917 |
| Donations, grants, and fundraising | 12,436 | - | 15,314 | - | 239,306 | - | 267,056 |
| Admin fees | - | - | - | - | 868,863 | (868,863) | - |
| Interest income | 274 | - | - | - | - | - | 274 |
| Net assets released from restriction - | | | | | | | |
| Grant restrictions satisfied | 747,222 | (747,222) | 730,771 | (730,771) | - | - | - |
| Total revenue, support, and gains | <u>4,404,906</u> | <u>-</u> | <u>4,116,579</u> | <u>-</u> | <u>1,127,046</u> | <u>(868,863)</u> | <u>8,779,668</u> |
| Expenses and Losses | | | | | | | |
| Program services expense | 3,571,640 | - | 3,292,054 | - | 89,622 | - | 6,953,316 |
| Supporting services expense | 966,674 | - | 889,267 | - | 1,097,832 | (868,863) | 2,084,910 |
| Total expenses and losses | <u>4,538,314</u> | <u>-</u> | <u>4,181,321</u> | <u>-</u> | <u>1,187,454</u> | <u>(868,863)</u> | <u>9,038,226</u> |
| Change in Net Assets | (133,408) | - | (64,742) | - | (60,408) | - | (258,558) |
| Net Assets, Beginning of Year | 886,964 | - | 140,116 | - | - | - | 1,027,080 |
| Net Assets, End of Year | <u>\$ 753,556</u> | <u>\$ -</u> | <u>\$ 75,374</u> | <u>\$ -</u> | <u>\$ (60,408)</u> | <u>\$ -</u> | <u>\$ 768,522</u> |

See Accompanying Notes to Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Functional Expenses
Year Ended June 30, 2024

| | <u>Golden Valley River</u> | | <u>Golden Valley Orchard</u> | | <u>Home Office</u> | | <u>Elimination</u> | <u>Total</u> |
|--|----------------------------|----------------------------|------------------------------|----------------------------|-------------------------|----------------------------|---------------------|---------------------|
| | <u>Program Services</u> | <u>Supporting Services</u> | <u>Program Services</u> | <u>Supporting Services</u> | <u>Program Services</u> | <u>Supporting Services</u> | | |
| | Educational Programs | Management and General | Educational Programs | Management and General | Educational Programs | Management and General | | |
| Salaries and wages | \$ 1,727,465 | \$ 178,389 | \$ 1,521,393 | \$ 206,131 | \$ 67,277 | \$ 766,963 | \$ - | \$ 4,467,618 |
| Pension expense | 534,037 | 55,148 | 450,694 | 61,064 | 16,137 | 183,961 | - | 1,301,041 |
| Other employee benefits | 205,143 | 21,184 | 188,856 | 25,588 | 1,138 | 12,971 | - | 454,880 |
| Payroll taxes | 65,337 | 6,747 | 55,411 | 7,508 | 5,070 | 57,801 | - | 197,874 |
| Fees for services: | | | | | | | | |
| Management | - | 592,284 | - | 483,982 | - | - | (868,863) | 207,403 |
| Legal | - | 3,920 | - | 265 | - | - | - | 4,185 |
| Audit | - | 7,750 | - | 7,750 | - | - | - | 15,500 |
| Professional consulting | 173,863 | - | 280,647 | - | - | - | - | 454,510 |
| District oversight | - | 32,942 | - | 30,960 | - | - | - | 63,902 |
| Banking and service charges | - | 180 | - | 5 | - | 43,984 | - | 44,169 |
| Advertising and promotion | - | 319 | - | 319 | - | - | - | 638 |
| Information technology | 9,692 | - | 10,148 | - | - | 24 | - | 19,864 |
| Operation and housekeeping | 455 | - | 455 | - | - | - | - | 910 |
| Occupancy | 413,880 | - | 313,218 | - | - | 30,261 | - | 757,359 |
| Conferences, conventions, and meetings | 72,300 | - | 79,036 | - | - | 564 | - | 151,900 |
| Depreciation | 2,864 | - | 1,248 | - | - | - | - | 4,112 |
| Insurance | - | 49,202 | - | 49,202 | - | - | - | 98,404 |
| Other expenses: | | | | | | | | |
| Books and supplies | 306,645 | - | 327,817 | - | - | 877 | - | 635,339 |
| Equipment rental and repair | 8,972 | - | 6,957 | - | - | - | - | 15,929 |
| Student events | 50,987 | - | 56,174 | - | - | - | - | 107,161 |
| Dues and memberships | - | 9,529 | - | 8,906 | - | - | - | 18,435 |
| Miscellaneous | - | 9,080 | - | 7,587 | - | 426 | - | 17,093 |
| Total expenses by function | <u>\$ 3,571,640</u> | <u>\$ 966,674</u> | <u>\$ 3,292,054</u> | <u>\$ 889,267</u> | <u>\$ 89,622</u> | <u>\$ 1,097,832</u> | <u>\$ (868,863)</u> | <u>\$ 9,038,226</u> |

See Accompanying Notes to Supplementary Information

Additional Supplementary Information

Golden Valley Charter Schools for Education Renewal
 Schedule of Average Daily Attendance
 Year Ended June 30, 2024

Golden Valley River

| | Second Period Report | | Annual Report | |
|--------------------------------------|----------------------|----------------|----------------------|----------------|
| | Original 9CDA8A9A | Revised N/A | Original 135046BD | Revised N/A |
| Classroom Based Attendance | | | | |
| Grades TK/K-3 | 122.55 | N/A | 123.02 | N/A |
| Grades 4-6 | 81.21 | N/A | 81.74 | N/A |
| Grades 7-8 | 51.08 | N/A | 51.63 | N/A |
| Total Classroom Based Attendance | 254.84 | N/A | 256.39 | N/A |
| Non-Classroom Based Attendance | | | | |
| Grades TK/K-3 | 27.76 | N/A | 27.63 | N/A |
| Grades 4-6 | 2.18 | N/A | 2.42 | N/A |
| Total Non-Classroom Based Attendance | 29.94 | N/A | 30.05 | N/A |
| Total ADA | 284.78 | N/A | 286.44 | N/A |

Golden Valley Orchard

| | Second Period Report | | Annual Report | |
|----------------------------------|----------------------|----------------|----------------------|----------------|
| | Original A76A623E | Revised N/A | Original A2E8305D | Revised N/A |
| Classroom Based Attendance | | | | |
| Grades TK/K-3 | 139.82 | N/A | 140.13 | N/A |
| Grades 4-6 | 76.98 | N/A | 77.88 | N/A |
| Grades 7-8 | 50.48 | N/A | 50.39 | N/A |
| Total Classroom Based Attendance | 267.28 | N/A | 268.40 | N/A |
| Total ADA | 267.28 | N/A | 268.40 | N/A |

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

Golden Valley Charter Schools for Education Renewal
Schedule of Instructional Time
Year Ended June 30, 2024

Golden Valley River

| <u>Grade Level</u> | <u>Annual Minutes Requirement</u> | <u>Actual Minutes Offered</u> | <u>J-13A Minutes</u> | <u>Total Minutes</u> | <u>Number of Actual Days Offered (Traditional)</u> | <u>J-13A Days</u> | <u>Total Instructional Days</u> | <u>Status</u> |
|---------------------------|-----------------------------------|-------------------------------|----------------------|----------------------|--|-------------------|---------------------------------|---------------|
| Transitional Kindergarten | 36,000 | 36,960 | 0 | 36,960 | 176 | 0 | 176 | Complied |
| Kindergarten | 36,000 | 36,960 | 0 | 36,960 | 176 | 0 | 176 | Complied |
| 1st Grade | 50,400 | 50,820 | 0 | 50,820 | 176 | 0 | 176 | Complied |
| 2nd Grade | 50,400 | 50,820 | 0 | 50,820 | 176 | 0 | 176 | Complied |
| 3rd Grade | 50,400 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 4th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 5th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 6th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 7th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 8th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |

Golden Valley Orchard

| <u>Grade Level</u> | <u>Annual Minutes Requirement</u> | <u>Actual Minutes Offered</u> | <u>J-13A Minutes</u> | <u>Total Minutes</u> | <u>Number of Actual Days Offered (Traditional)</u> | <u>J-13A Days</u> | <u>Total Instructional Days</u> | <u>Status</u> |
|---------------------------|-----------------------------------|-------------------------------|----------------------|----------------------|--|-------------------|---------------------------------|---------------|
| Transitional Kindergarten | 36,000 | 36,960 | 0 | 36,960 | 176 | 0 | 176 | Complied |
| Kindergarten | 36,000 | 36,960 | 0 | 36,960 | 176 | 0 | 176 | Complied |
| 1st Grade | 50,400 | 50,820 | 0 | 50,820 | 176 | 0 | 176 | Complied |
| 2nd Grade | 50,400 | 50,820 | 0 | 50,820 | 176 | 0 | 176 | Complied |
| 3rd Grade | 50,400 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 4th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 5th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 6th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 7th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 8th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |

See accompanying notes to supplementary information.

Golden Valley Charter Schools for Education Renewal
Schedule of Financial Trends & Analysis
Year Ended June 30, 2024

Golden Valley River

| | Budget 2025 <u>(See Note 1)</u> | <u>2024</u> | 2023 <u>(See Note 1)</u> | 2022 <u>(See Note 1)</u> |
|--|---------------------------------------|-----------------------|-----------------------------|-----------------------------|
| Revenues | \$ 3,549,523 | \$ 4,404,906 | \$ 4,371,269 | \$ 2,928,099 |
| Expenses | <u>4,201,581</u> | <u>4,538,314</u> | <u>4,370,267</u> | <u>3,509,059</u> |
| Change in Net Assets | <u>(652,058)</u> | <u>(133,408)</u> | <u>1,002</u> | <u>(580,960)</u> |
| Ending Net Assets | <u>\$ 101,498</u> | <u>\$ 753,556</u> | <u>\$ 886,964</u> | <u>\$ 885,962</u> |
| Unrestricted Net Assets | <u>\$ 101,498</u> | <u>\$ 753,556</u> | <u>\$ 886,964</u> | <u>\$ 885,962</u> |
| Unrestricted net assets as a percentage of total expenses | <u>2.42%</u> | <u>16.60%</u> | <u>20.30%</u> | <u>25.25%</u> |
| Total Long Term Debt | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| ADA at P2 | <u>296</u> | <u>285</u> | <u>287</u> | <u>264</u> |

The School's ending net assets has decreased by \$132,406 (14.94%) over the past two fiscal years. The decrease is in large due to rising costs in the recent years.

Average daily attendance (ADA) has increased by 21 over the past two fiscal years.

Note 1:

AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

- 1) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
- 2) The supplementary information relates to the same period as the financial statements.
- 3) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
- 4) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the School.

Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.

Golden Valley Charter Schools for Education Renewal
Schedule of Financial Trends & Analysis (Continued)
Year Ended June 30, 2024

Golden Valley Orchard

| | Budget 2025 (See Note 1) | 2024 | 2023 (See Note 1) | 2022 (See Note 1) |
|--|--------------------------------|------------------|----------------------|----------------------|
| Revenues | \$ 3,247,933 | \$ 4,116,579 | \$ 3,495,134 | \$ 2,741,168 |
| Expenses | 4,161,899 | 4,181,321 | 3,494,138 | 3,058,887 |
| Change in Net Assets | <u>(913,966)</u> | <u>(64,742)</u> | <u>996</u> | <u>(317,719)</u> |
| Ending Net Assets | <u>\$ (838,592)</u> | <u>\$ 75,374</u> | <u>\$ 140,116</u> | <u>\$ 139,120</u> |
| Unrestricted Net Assets | <u>\$ (838,592)</u> | <u>\$ 75,374</u> | <u>\$ 140,116</u> | <u>\$ 139,120</u> |
| Unrestricted net assets as a percentage of total expenses | <u>-20.15%</u> | <u>1.80%</u> | <u>4.01%</u> | <u>4.55%</u> |
| Total Long Term Debt | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| ADA at P2 | <u>297</u> | <u>267</u> | <u>251</u> | <u>228</u> |

The School's ending net assets has decreased by \$63,746 (45.82%) over the past two fiscal years. The decrease is in large due to rising costs in the recent years.

Average daily attendance (ADA) has increased by 42 over the past two fiscal years.

Note 1:

AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

- 1) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
- 2) The supplementary information relates to the same period as the financial statements.
- 3) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
- 4) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the School.

Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.

See accompanying notes to supplementary information.

Golden Valley Charter Schools for Education Renewal
Reconciliation of Unaudited Financial Report with Audited Financial Statements
Year Ended June 30, 2024

Golden Valley River

| | |
|---|-------------------|
| June 30, 2024 annual financial alternative form net assets: | \$ 748,647 |
| Adjustments and reclassifications: | |
| Understatement of accounts receivables | 9,020 |
| Understatement of fixed assets | (4,113) |
| Rounding | 2 |
| Total adjustments and reclassifications | <u>4,909</u> |
| June 30, 2023 audited financial statements net assets: | <u>\$ 753,556</u> |

Golden Valley Orchard

| | |
|---|------------------|
| June 30, 2024 annual financial alternative form net assets: | \$ 120,123 |
| Adjustments and reclassifications: | |
| Understatement of cash | 154,654 |
| Overstatement of accounts receivables | (36,978) |
| Overstatement of fixed assets | (4,113) |
| Understatement of accounts payable | (158,311) |
| Rounding | (1) |
| Total adjustments and reclassifications | <u>(44,749)</u> |
| June 30, 2023 audited financial statements net assets: | <u>\$ 75,374</u> |

See accompanying notes to supplementary information.

Golden Valley Charter Schools for Education Renewal
Notes to Supplementary Information
Year Ended June 30, 2024

A. Combining Statement of Financial Position

This schedule provides the information by subdivision which combines into the Organization's overall statement of net position, with eliminations for activities between the schools within the Organization.

B. Combining Statement of Activities

This schedule provides the information by subdivision which combines into the Organization's overall statement of activities.

C. Combining Statement of Functional Expenses

This schedule provides the information by subdivision which combines into the Organization's overall statement of functional expenses.

D. Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the Organization's schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs for each school.

E. Schedule of Instructional Time

This schedule provides the information necessary to determine if the Organization's schools have complied with Education Code §47612 & §47612.5 which require the following:

- 1) EC §47612: As a condition of apportionment 175 school days must be offered for traditional calendar. If a multi-track calendar is utilized, each track must offer 175 school days.
- 2) EC §47612.5: As a condition of apportionment the following annual instructional minutes must be offered:
 - To pupils in Kindergarten 36,000 minutes
 - To pupils in grades 1 to 3 50,400 minutes
 - To pupils in grades 4 to 8 54,000 minutes
 - To pupils in grades 9 to 12 64,800 minutes

Compliance with Education Code §47612 involves offering a minimum number of annual instructional minutes as defined by grade level. Non-classroom based charters do not have a requirement for auditing/testing offered instructional minutes, as a result, the offerings are not reported in the schedule of instructional time.

An LEA that closed due to a qualifying emergency in the 2023-24 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The Organization's schools did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

Golden Valley Charter Schools for Education Renewal
Notes to Supplementary Information, Continued
Year Ended June 30, 2024

F. Schedule of Financial Trends and Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the Organization's schools will not be able to continue operations in the next fiscal year. Based upon the information presented, the Organization's schools appear to have sufficient reserves to continue operations for the 2024-25 fiscal year.

G. Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

Other Information

Golden Valley Charter Schools for Education Renewal
Organization Structure
Year Ended June 30, 2024

Golden Valley River [#0946] is a K-8 Charter School and was granted its current charter by the San Juan Unified School District for a five-year period expiring on June 30, 2026, pursuant to the terms of the Charter School Act of 1992, as amended.

Golden Valley Orchard [#1728] is a K-8 Charter School and was granted its current charter by the San Juan Unified School District on July 1, 2017, expiring on June 30, 2024, pursuant to the terms of the Charter School Act of 1992, as amended.

GOVERNING BOARD

| <u>Name</u> | <u>Office</u> | <u>Term and Term Expiration</u> |
|----------------------|---------------|-----------------------------------|
| Katie Gerski-Keller | Chair | Two Year Term Ending June 2025 |
| Meredith Willsen | Vice Chair | Two Year Term Ending June 2025 |
| Adam Errington | Member | Two Year Term Ending June 2025 |
| Stephen Quadro | Member | Two Year Term Ending June 2025 |
| Ekaterina Khmelniker | Member | Two Year Term Ending June 2025 |

ADMINISTRATION

Caleb Buckley
Exucutive Director

Becky Page
Principal - Golden Valley Orchard

Ryan Sutton
Principal - Golden Valley River

Other Independent Auditor's Reports

Independent Auditor's Report on Internal Control Over Financial
Reporting and on Compliance and Other Matters Based on an
Audit of Financial Statements Performed in Accordance with
Government Auditing Standards

To the Board of Directors of
Golden Valley Charter Schools for Education Renewal

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Golden Valley Charter Schools for Education Renewal' (the Organization) which comprise the Organization's statement of financial position as of June 30, 2024, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses or significant deficiencies. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



El Cajon, California
December 15, 2024

Independent Auditor's Report on State Compliance and on
Internal Controls over State Compliance

To the Board of Directors
Golden Valley Charter Schools for Education Renewal

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited Golden Valley Charter Schools for Education Renewal' (the Schools) compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 applicable to the School's statutory requirements identified below for the year ended June 30, 2024.

In our opinion, the Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of their applicable state programs for the year ended June 30, 2024.

Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each applicable state program. Our audit does not provide a legal determination of the Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Schools' state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Schools' compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Schools' internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the Schools' compliance with the state laws and regulations applicable to the following items:

| | Golden Valley River | Golden Valley Orchard |
|--|-------------------------|--------------------------|
| | Procedures Performed | Procedures Performed |
| <u>School Districts, County Offices of Education, and Charter Schools</u> | | |
| T. Proposition 28 Arts and Music in Schools | Yes | Yes |
| U. After/Before School Education and Safety Program..... | N/A | N/A |
| V. Proper Expenditure of Education Protection Account Funds..... | Yes | Yes |
| W. Unduplicated Local Control Funding Formula Pupil Counts..... | Yes | Yes |
| X. Local Control and Accountability Plan..... | Yes | Yes |
| Y. Independent Study - Course Based..... | N/A | N/A |
| Z. Immunizations..... | No | No |
| AZ. Educator Effectiveness..... | Yes | Yes |
| BZ. Expanded Learning Opportunities Grant (ELO-G)..... | Yes | Yes |
| CZ. Career Technical Education Incentive Grant..... | N/A | N/A |
| DZ. Expanded Learning Opportunities Program (ELO-P) | Yes | Yes |
| EZ. Transitional Kindergarten..... | Yes | Yes |
| <u>Charter Schools</u> | | |
| AA. Attendance..... | Yes | Yes |
| BB. Mode of Instruction..... | Yes | Yes |
| CC. Nonclassroom-Based Instruction/Independent Study..... | Yes | N/A |
| DD. Determination of Funding for Nonclassroom-Based Instruction..... | N/A | N/A |
| EE. Annual Instructional Minutes - Classroom Based..... | Yes | Yes |
| FF. Charter School Facility Grant Program..... | N/A | N/A |

We did not perform procedures for Immunizations because the school sites for the District did not appear on the California Department of Public Health list of LEAs that are subject to the audit of immunizations.

N/A – The School did not offer the program during the current fiscal year or the requirement applied to a different type of LEA.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over State Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor’s Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Audit Guide. Accordingly, this report is not suitable for any other purpose.



El Cajon, California
December 15, 2024

Auditor's Results, Findings & Recommendations

Golden Valley Charter Schools for Education Renewal
Schedule of Auditor's Results
Year Ended June 30, 2024

FINANCIAL STATEMENTS

| | | |
|--|-------------------|-----------------|
| Type of auditor's report issued: | <u>Unmodified</u> | |
| Internal control over financial reporting: | | |
| One or more material weakness(es) identified? | <u> </u> Yes | <u> X </u> No |
| One or more significant deficiencies identified that are not considered material weakness(es)? | <u> </u> Yes | <u> X </u> No |
| Noncompliance material to financial statements noted? | <u> </u> Yes | <u> X </u> No |

STATE AWARDS

| | | |
|---|-------------------|-----------------|
| Type of auditor's report issued on compliance for state programs: | <u>Unmodified</u> | |
| Internal control over applicable state programs: | | |
| One or more material weakness(es) identified? | <u> </u> Yes | <u> X </u> No |
| One or more significant deficiencies identified that are not considered material weakness(es)? | <u> </u> Yes | <u> X </u> No |
| Any audit findings disclosed that are required to be reported in accordance with <i>2023-24 Guide for Annual Audits of California K-12 Local Education Agencies</i> ? | <u> </u> Yes | <u> X </u> No |

Golden Valley Charter Schools for Education Renewal
 Schedule of Findings and Questioned Costs
 Year Ended June 30, 2024

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

| Five Digit Code | AB 3627 Finding Type |
|-----------------|--|
| 10000 | Attendance |
| 20000 | Inventory of Equipment |
| 30000 | Internal Control |
| 40000 | State Compliance |
| 42000 | Charter School Facilities |
| 43000 | Apprenticeship: Related and Supplemental Instruction |
| 50000 | Federal Compliance |
| 60000 | Miscellaneous |
| 61000 | Classroom Teacher Salaries |
| 62000 | Local Control Accountability Plan |
| 70000 | Instructional Materials |
| 71000 | Teacher Misassignments |
| 72000 | School Accountability Report Card |

A. Financial Statement Findings

None

B. State Award Findings

None

Golden Valley Charter Schools for Education Renewal
Schedule of Prior Year Audit Findings
Year Ended June 30, 2024

There were no findings in the prior year.

Jennifer (Upekkha) Evans
GVOS Faculty Chair/BOT Delegate Report
January, 2025

The holiday break was a welcome vacation for all. Coming back, most teachers are finding it necessary to review classroom procedures. It is nice to be back with the children and get back into the normal routines we have set. We are all preparing for our Journey Around the World Festival on February 1. Most of the grades are doing the green benchmarks on Fastbridge now through February 20.

The 2nd grade, Catalpa Tree, are working on learning about characters and settings. They are reviewing adding, place value, heart words, and starting to write sentences. Mrs. McDonough is practicing teamwork with the students as a social emotional teaching.

6th grade is ending their astronomy block and moving to geometry next. Each week they use 10 grammar words in sentences. They look up the words in the dictionary and write synonyms and antonyms for the grammar words to expand their vocabulary. They read through a scene from Robin Hood as a precursor to their medieval block in spring and in preparation for the medieval games.

7th grade is working on their play, The Trial of the Wicked Witch, a comedy and they are learning Algebra.

8th grade is finishing their anatomy block and will be going to the Sacramento Food Bank for a volunteer day on January 29. They are working on their play called Knock Knock, another comedy that they are performing in mid-February. Each morning, they start the day with 15 minutes of form drawing to help them focus and ground for the day.

Golden Valley Orchard

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Becky Page, Principal

📍 Principal, Golden Valley Orchard

About Our School



Orchard School thrived in the 2023-2024 school year, embracing Waldorf principles, seasonal festivals, and community-building. Events like Courage Day, Winter Gathering/Bowls for Peace, May Festival, and the revived Multi-Cultural Festival, Journey Around the World, enriched the school experience, celebrating diversity and fastening global awareness.

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

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

Contact

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

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

Email: bp@goldenvalleycharter.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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

School Contact Information (School Year 2024–25)

| | |
|--|--|
| School Name | Golden Valley Orchard |
| Street | 6550 Filbert Ave. |
| City, State, Zip | Orangevale, CA , 95662-4112 |
| Phone Number | (916) 987-1490 |
| Principal | Becky Page, Principal |
| Email Address | bpage@goldenvalleycharter.org |
| Website | www.goldenvalleycharter.org |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 34674470132399 |

School Description and Mission Statement (School Year 2024–25)

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

Our Mission

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

Our Vision

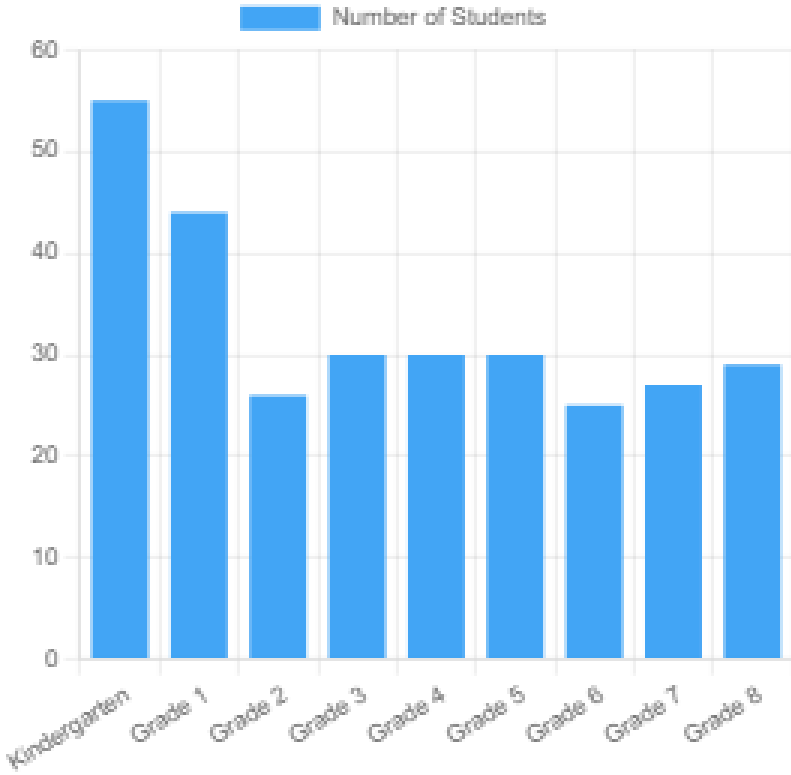
Expanding access for children and families to a community of public Waldorf Schools.

Strategic Plan

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

Student Enrollment by Grade Level (School Year 2023–24)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 55 |
| Grade 1 | 44 |
| Grade 2 | 26 |
| Grade 3 | 30 |
| Grade 4 | 30 |
| Grade 5 | 30 |
| Grade 6 | 25 |
| Grade 7 | 27 |
| Grade 8 | 29 |
| Total Enrollment | 296 |



Student Enrollment by Student Group (School Year 2023–24)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.30% |
| Male | 50.70% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.30% |
| Asian | 0.30% |
| Black or African American | 0.30% |
| Filipino | 0.70% |
| Hispanic or Latino | 19.90% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 8.40% |
| White | 69.60% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 3.00% |
| Foster Youth | 0.00% |
| Homeless | 1.40% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 39.20% |
| Students with Disabilities | 8.10% |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 11.20 | 82.30% | 1946.10 | 78.12% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 1.00 | 7.32% | 21.60 | 0.87% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 80.70 | 3.24% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 243.50 | 9.78% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 1.40 | 10.31% | 199.10 | 8.00% | 15831.90 | 5.67% |
| Total Teaching Positions | 13.60 | 100.00% | 2491.10 | 100.00% | 279044.80 | 100.00% |

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

Teacher Preparation and Placement (School Year 2022–23)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12.10 | 92.40% | 1925.60 | 80.09% | 231142.40 | 100.00% |
| Intern Credential Holders Properly Assigned | 1.00 | 7.60% | 23.50 | 0.98% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 84.50 | 3.52% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 253.40 | 10.54% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 117.00 | 4.87% | 14303.80 | 5.15% |
| Total Teaching Positions | 13.10 | 100.00% | 2404.20 | 100.00% | 277698 | 100% |

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

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

| Authorization/Assignment | 2020-21 Number | 2021-22 Number | 2022-23 Number |
|---|---------------------------|---------------------------|---------------------------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 | 0 |

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

| Indicator | 2020-21 Number | 2021-22 Number | 2022-23 Number |
|--|---------------------------|---------------------------|---------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent | 2022– 23 Percent |
|--|------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 0% | 0% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.60% | 0% | 0% |

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|----------------------------|--|--|
| Reading/Language Arts | <p>Grades 7-8: Voyages in English Grammar and Writing, Loyola Press</p> <p>The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-5, though primary source materials are used.</p> | 0 |
| Mathematics | <p>Grades 3-5: Reveal Math</p> <p>Grades 6-8: Big Ideas Learning</p> <p>The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of mathematics s are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-2, though primary source materials are used.</p> | 0 |
| Science | <p>The LEA's instructional methodology is thematic interdisciplinary studies. Units of science are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides. The science curriculum is based on the Next Generation Science standards with the Waldorf phenomenological approach to teaching science.</p> | 0 |
| History-Social Science | <p>The LEA's instructional methodology is thematic interdisciplinary studies. Units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.</p> | 0 |
| Foreign Language | N/A | 0 |
| Health | <p>The LEA's instructional methodology is thematic interdisciplinary studies. Units of health are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.</p> | 0 |
| Visual and Performing Arts | <p>All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.</p> | 0 |

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------------|---|---|
| Science Lab Eqpmt (Grades 9-12) | N/A | 0 |

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: September 2024

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 46% | 43% | 42% | 40% | 46% | 47% |
| Mathematics (grades 3-8 and 11) | 30% | 27% | 29% | 29% | 34% | 35% |

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 161 | 160 | 99.38% | 0.62% | 43.13% |
| Female | 86 | 85 | 98.84% | 1.16% | 44.71% |
| Male | 75 | 75 | 100.00% | 0.00% | 41.33% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 27 | 100.00% | 0.00% | 44.44% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 46.15% |
| White | 119 | 118 | 99.16% | 0.84% | 42.37% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 54 | 54 | 100.00% | 0.00% | 35.19% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 16 | 16 | 100.00% | 0.00% | 0.00% |

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 161 | 160 | 99.38% | 0.62% | 26.88% |
| Female | 86 | 85 | 98.84% | 1.16% | 23.53% |
| Male | 75 | 75 | 100.00% | 0.00% | 30.67% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 27 | 100.00% | 0.00% | 25.93% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 30.77% |
| White | 119 | 118 | 99.16% | 0.84% | 26.27% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 54 | 54 | 100.00% | 0.00% | 22.22% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 16 | 16 | 100.00% | 0.00% | 6.25% |

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

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

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

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

| Subject | School 2022–23 | School 2023–24 | District 2022–23 | District 2023–24 | State 2022–23 | State 2023–24 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | 34.55% | 32.73% | 30.86% | 29.38% | 30.29% | 30.73% |

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

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

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 56 | 55 | 98.21% | 1.79% | 32.73% |
| Female | 28 | 27 | 96.43% | 3.57% | 44.44% |
| Male | 28 | 28 | 100.00% | 0.00% | 21.43% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 12 | 12 | 100.00% | 0.00% | 8.33% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 41 | 40 | 97.56% | 2.44% | 40.00% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 17 | 17 | 100.00% | 0.00% | 35.29% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | -- | -- | -- | -- | -- |

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

Career Technical Education (CTE) Programs (School Year 2023–24)

N/A

Career Technical Education (CTE) Participation (School Year 2023–24)

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

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.00% |
| 2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00% |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|--------------|--|--|---|---|-------------------------------------|
| 5 | 100% | 100% | 90% | 97% | 100% |
| 7 | 100% | 96% | 89% | 93% | 89% |

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Parent Circle Meetings – monthly
Class Meetings - twice per year or more
Festival Committee--10-12 times per month
Diversity, Equity, and Inclusion Committee--monthly
Social and Cultural Events-varies
School Festivals - 2 per year
Parent Enrichment Evenings - 3 per year
LCAP Stakeholder Engagement Meetings - once per year
LCAP Parent Survey - once per year

State Priority: Pupil Engagement

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

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

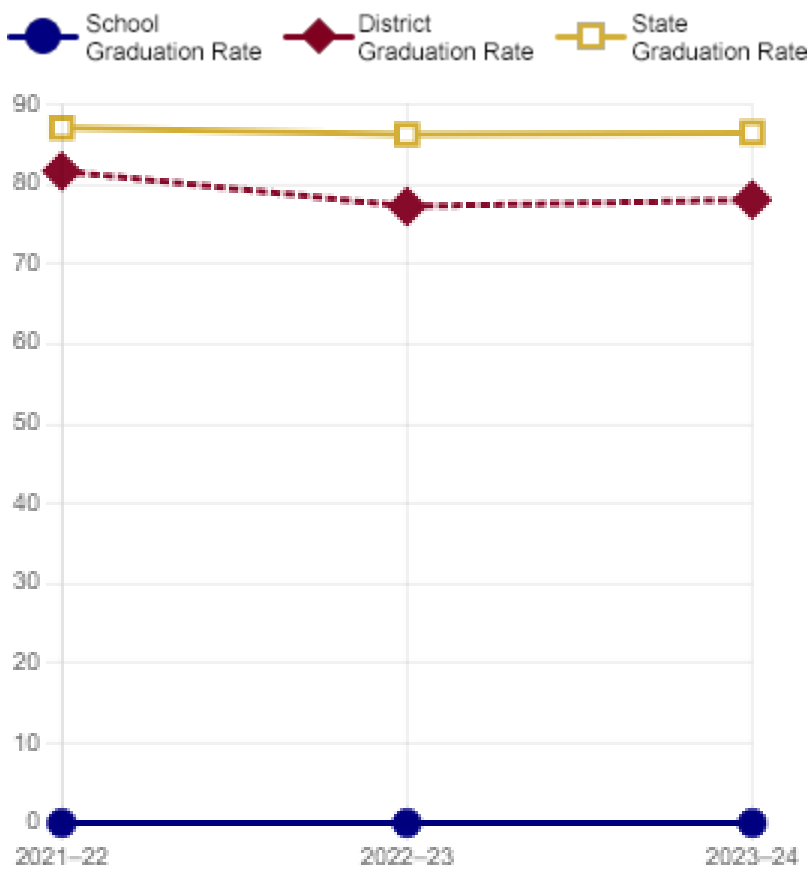
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

LEA does not enroll high school students.

| Indicator | School 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-----------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Graduation Rate | | | | 81.6% | 77.2% | 78.0% | 87% | 86.2% | 86.4% |
| Dropout Rate | | | | 11.7% | 12.7% | 12.2% | 7.8% | 8.2% | 8.9% |

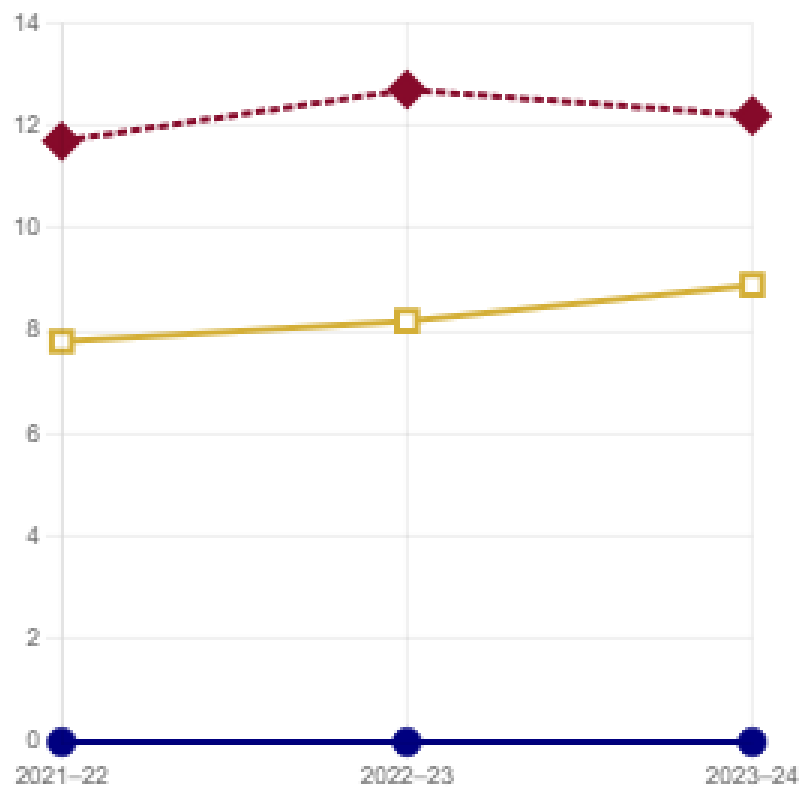
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates

● School Dropout Rate ◆ District Dropout Rate □ State Dropout Rate



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students | 0.0 | 0.0 | 0.0% |
| Female | 0.0 | 0.0 | 0.0% |
| Male | 0.0 | 0.0 | 0.0% |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0% |
| Asian | 0.0 | 0.0 | 0.0% |
| Black or African American | 0.0 | 0.0 | 0.0% |
| Filipino | 0.0 | 0.0 | 0.0% |
| Hispanic or Latino | 0.0 | 0.0 | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.0% |
| Two or More Races | 0.0 | 0.0 | 0.0% |
| White | 0.0 | 0.0 | 0.0% |
| English Learners | 0.0 | 0.0 | 0.0% |
| Foster Youth | 0.0 | 0.0 | 0.0% |
| Homeless | 0.0 | 0.0 | 0.0% |
| Socioeconomically Disadvantaged | 0.0 | 0.0 | 0.0% |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0% |
| Students with Disabilities | 0.0 | 0.0 | 0.0% |

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 316 | 303 | 58 | 19.1% |
| Female | 155 | 150 | 33 | 22.0% |
| Male | 161 | 153 | 25 | 16.3% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 64 | 60 | 12 | 20.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 26 | 25 | 1 | 4.0% |
| White | 219 | 211 | 45 | 21.3% |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 131 | 128 | 32 | 25.0% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 38 | 37 | 7 | 18.9% |

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

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 1.75% | 2.72% | 0.00% | 4.48% | 4.53% | 0.00% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.06% | 0.06% | 0.05% | 0.07% | 0.08% | 0.07% |

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

Suspensions and Expulsions by Student Group (School Year 2023–24)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.43% | 0% |
| Female | 2.58% | 0% |
| Male | 6.21% | 0% |
| Non-Binary | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% |
| Asian | 0% | 0% |
| Black or African American | 0% | 0% |
| Filipino | 0% | 0% |
| Hispanic or Latino | 6.25% | 0% |
| Native Hawaiian or Pacific Islander | 0% | 0% |
| Two or More Races | 0% | 0% |
| White | 4.57% | 0% |
| English Learners | 0% | 0% |
| Foster Youth | 0% | 0% |
| Homeless | 0% | 0% |
| Socioeconomically Disadvantaged | 6.87% | 0% |
| Students Receiving Migrant Education Services | 0% | 0% |
| Students with Disabilities | 10.53% | 0% |

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

School Safety Plan (School Year 2024–25)

GVOS complies with Education Code Section 47605(c)(5)(F)(ii). The School Safety Plan is drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan address and include adaptations for students for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

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

Link to [Safety Plans](#).

D. Other SARC information

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|--------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| K | 13.00 | 3 | | |
| 1 | 22.00 | | 2 | |
| 2 | 26.00 | | 1 | |
| 3 | 30.00 | | 1 | |
| 4 | 30.00 | | 1 | |
| 5 | 30.00 | | 1 | |
| 6 | 25.00 | | 2 | |
| Other** | 59.00 | | | 1 |

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--|---|---|
| English Language Arts | 0.00 | 0 | 0 | 0 |
| Mathematics | 0.00 | 0 | 0 | 0 |
| Science | 0.00 | 0 | 0 | 0 |
| Social Science | 0.00 | 0 | 0 | 0 |

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--|---|---|
| English Language Arts | | | | |
| Mathematics | 9.00 | 1 | | |
| Science | | | | |
| Social Science | | | | |

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

| Title | Ratio |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 0 |

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

Student Support Services Staff (School Year 2023–24)

| Title | Number of FTE* Assigned to School |
|---|--|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.50 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other** | 0.00 |

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$14972.00 | \$4567.00 | \$10405.00 | \$56657.41 |
| District | N/A | N/A | -- | \$89596.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$10770.62 | \$94625.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

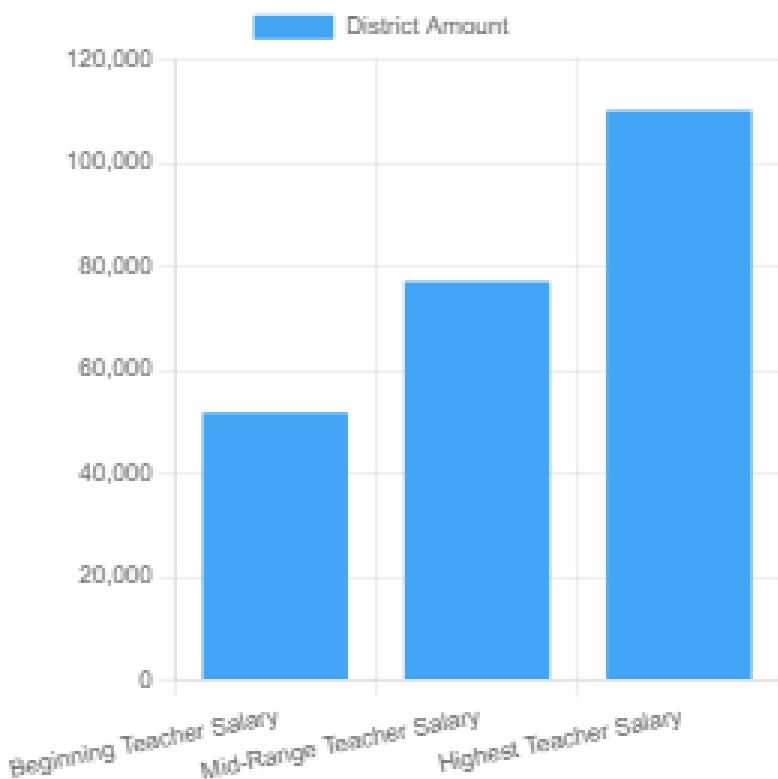
Types of Services Funded (Fiscal Year 2023–24)

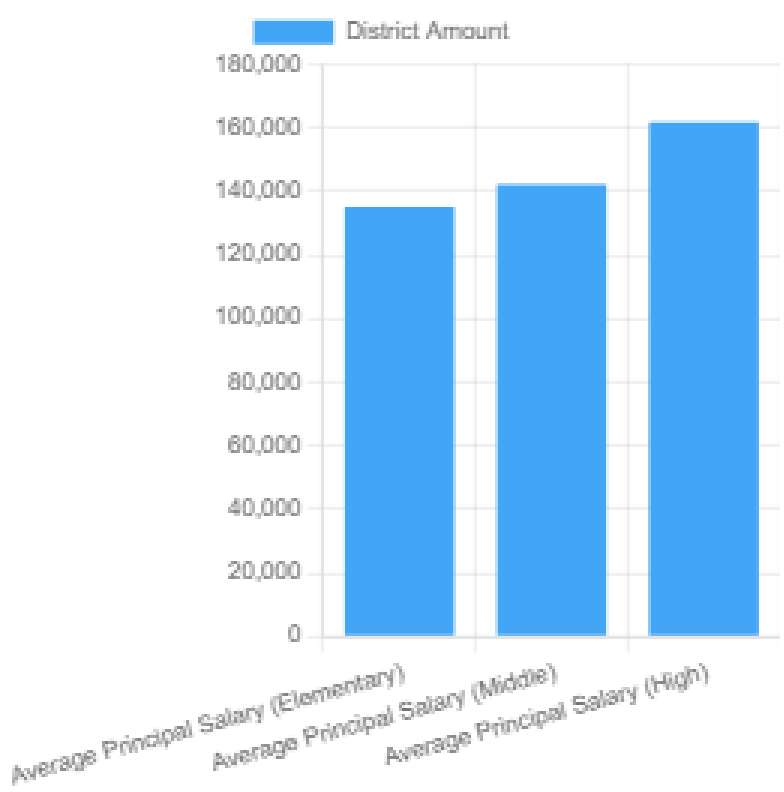
The LEA offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. The arts-integrated approach provides for multiple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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51700.00 | \$56572.74 |
| Mid-Range Teacher Salary | \$77000.00 | \$87185.69 |
| Highest Teacher Salary | \$110100.00 | \$119664.66 |
| Average Principal Salary (Elementary) | \$135144.00 | \$148486.09 |
| Average Principal Salary (Middle) | \$142130.00 | \$154835.19 |
| Average Principal Salary (High) | \$161747.00 | \$170007.96 |
| Superintendent Salary | \$324066.00 | \$338699.13 |
| Percent of Budget for Teacher Salaries | 0.32% | 31.41% |
| Percent of Budget for Administrative Salaries | 0.06% | 4.86% |

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses %

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0 |

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

Professional Development

| Measure | 2022– 23 | 2023– 24 | 2024– 25 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |



GOLDEN VALLEY
ORCHARD SCHOOL

A TK-8 Tuition-Free Public Waldorf School

CHARTER PETITION
FOR THE TERM JULY 1, 2025 THROUGH
JUNE 30, 2030

**Respectfully Submitted to the
San Juan Unified District Board of Education**

Submitted January 24, 2025

Pending Approval April 22, 2025

Contact Mailing Address:

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Charter School Intent & Requirements

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

– California Education Code § 47601(a)-(g)

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

– California Education Code § 47605(b)

Affirmation, Declarations, & Assurances

Affirmation of Conditions Described in *Ed. Code §47605(e)*

Golden Valley Orchard (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the San Juan Unified School District (“SJUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by SJUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

- d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))
6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by *Ed. Code §47611.5(b)* and *47605(c)(6)*

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (l).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
- a. The California Code of Regulations
 - b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
 - c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
 - d. Displaying all required postings at school site and online
 - e. Following the minimum and maximum age requirements for enrollment
 - f. Providing the minimum number of instructional minutes

Statement of Application

I, Caleb Buckley, hereby formally apply to the Board of Education of the San Juan Unified School District for approval of the Golden Valley Orchard School (GVOS).

Caleb J. Buckley, EdD, Lead Petitioner
1000 River Rock Drive, Suite 220
Folsom, California 95630
Telephone: (916)597-1478
E-mail: cbuckley@goldenvalleycharter.org

Date

Introduction

This charter requests the renewal of Golden Valley Orchard School ("GVOS"). GVOS was founded by the Board of Trustees of Golden Valley Charter Schools (GVCS) which also operates the Golden Valley River School. GVCS is celebrating its 25th year of operating charter schools within the district of San Juan Unified School District. GVOS seeks approval of this charter petition to operate a seat-based program using the Public Waldorf Education model. The program is a TK-8 seat based education which operates out of the Filbert Site in Orangevale, CA.

Golden Valley Orchard School is a charter school within the Golden Valley Charter Schools for Educational Renewal Charter Management Organization.

Charter Development Team

The Charter Development Team for GVOS is comprised of the Executive Director of Golden Valley, Accountability & Compliance Manager, Chair of the Board, Director of Special Education, School Principal, Faculty Chair and Teachers. The table below lists the members of the team along with their organizational role:

| Name | Organizational Role |
|--|---------------------------------------|
| Caleb J. Buckley, EdD | Executive Director |
| Becky Page | Principal |
| Jennifer Hoover | Accountability and Compliance Manager |
| Geniel Bratton | Director of Special Education |
| Jennifer Evans | Faculty Chair |
| Katie Gerski-Keller | Board Chair |
| Charter School Management Company (CSMC) | Business Management Services |

Executive Director

Caleb J. Buckley has a doctorate in education from UC Davis and has been a school administrator and charter school leader for the last 20 years. Dr. Buckley is a trained Waldorf teacher and has taught high school history and economics. He also has a business background and has worked on the floor of the New York Stock Exchange. Dr. Buckley has been awarded the Nevada County Association of School Administrators (ACSA) Administrator of the Year.

School Principal

Becky Page is the longest serving employee at Golden Valley with 20 years of continuous experience in the organization. After a successful career as a kindergarten teacher, Becky took the principalship at Orchard School 7 years ago. She has twice been nominated as the Best in Orangevale Principal of the Year.

Accountability and Compliance Manager

Jennifer Hoover holds a multiple subject teaching credential and has been the assessment and technology teacher at Orchard School. She is now at the central office where she oversees the LCAP, Title I, school meals, and other categorical programs. Her role is crucial to the development of the charter petition and the maintenance of the goals it lays out.

Board of Trustees, Chair

Katie Gerski-Keller is a parent at Golden Valley and is serving her second year as board chair. She holds a multiple subject teacher credential as well as a special education credential. She works in Placer County with students with special needs, including those in the juvenile court system.

Director of Special Education

Geniel Bratton holds a special education credential and is currently completing her doctorate in education through Sacramento State University. She teaches special education classes to new teachers working on their credential. Her experience includes many years as a classroom aide and working overseas. This is her second year as a special education director.

History and Accomplishments of the Golden Valley Schools for Educational Renewal

Golden Valley was founded in 1999. We became a non-profit public benefit corporation in 2006; establishing ourselves as an independent business entity. We received our 501(c)(3) designation from the IRS in April of 2008. The Golden Valley Orchard School has maintained a clear audit history with no findings to date.

Additionally, the Golden Valley Education Foundation, a non-profit 501(c)(3) organization, has been in place for many years and raises money in support of Golden Valley and GVOS. On average, the Foundation raises over \$250,000 in support of Golden Valley. Golden Valley has taken a comprehensive approach to fund development that includes grants (private foundations, corporate, government), patron donors, and strategic partnerships. Work has been done to develop capacity for further funding by defining goals and objectives for student improvement, along with remedial supports, curriculum support, student leadership, teacher training, and music and art enhancement.

In operating the Golden Valley Charter Schools, we are grateful to be able to offer families in the area of Public Waldorf Education: a developmentally appropriate curriculum that integrates the arts, music, movement and storytelling into the teaching of reading, writing, mathematics, science and social studies in accordance with the California State Standards. The following quote summarizes our ultimate goal:

“Our highest endeavor must be to develop free human beings who are able of themselves to import purpose and direction to their lives.”

-- Rudolf Steiner, Founder of Waldorf Education

We believe that offering a Waldorf option within the SJUSD is a valuable service to the residents of your district and broader community. The strength of Golden Valley over the last 25 years has been a source of inspiration and support to many charters in California and beyond. Last year Golden Valley hosted the national conference for the Alliance for Public Waldorf Education which attracted practitioners from New Hampshire, Alaska, Florida and 15 other states as well as a dozen schools in California. The artistic work from our students is on display at the Crocker Art Museum in Sacramento from January 2025 – March 2025. The Golden Valley Orchard School is a national resource for showing how a Public Waldorf curriculum can successfully be taught in grade TK-8.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system for evaluating charter schools’ performance based on Dashboard data and metrics as compared to the state average for all students and for subgroups. The California Department of Education (“CDE”) evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. Renewal tracks were released by the CDE in October 2024 and posted performance category data file. According to this file, GVOS is in the middle-performing category for renewal this year. We present evidence and data below to demonstrate that GVOS is meeting the renewal criteria for a five-year renewal.

Middle Performing Category Criteria

Pursuant to Education Code Section 47607.2:

1. The chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.
2. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
3. In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
4. Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

School Dashboard State and Local Indicators 2023 and 2024

The following chart reflects the Charter School’s 2024 Dashboard performance indicators (points above or below standard), and for comparison purposes, the District’s and the State’s.

| State Indicators | | | | | | |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Indicator | GVOS | | District | | State | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Chronic Absenteeism | 30.0% | 19.1% | 28.7% | 24.0% | 24.3% | 18.6% |
| Suspension Rate | 2.7% | 3.8% | 5.7% | 6.1% | 3.5% | 3.2% |
| English Language Arts | -7.9 DFS | -20.9 DFS | -26.6 DFS | -34.6 DFS | -13.6 DFS | -13.2 DFS |
| Mathematics | -48.2 DFS | -56.6 DFS | -59.3 DFS | -63.4 DFS | -49.1 DFS | -47.6 DFS |

| Local Indicators | | |
|---|--------------|--------------|
| Indicator | 2023 | 2024 |
| BASICS: Teachers, Instructional Materials, Facilities | STANDARD MET | STANDARD MET |
| Implementation of Academic Standards | STANDARD MET | STANDARD MET |
| Parent and Family Engagement | STANDARD MET | STANDARD MET |
| Local Climate Survey | STANDARD MET | STANDARD MET |
| Access to a Broad Course of Study | STANDARD MET | STANDARD MET |

| Numerically Significant Student Subgroup ELA Performance on Dashboard | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Demographic | GVOS | | District | | State | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Socioeconomically Disadvantaged | -12.4 DFS | -23.3 DFS | -62.2 DFS | -62.8 DFS | -42.6 DFS | -40.9 DFS |

| Numerically Significant Student Subgroup Math Performance on 2023 Dashboard | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Demographic | GVOS | | District | | State | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Socioeconomically Disadvantaged | -65.9 DFS | -73.6 DFS | -90.5 DFS | -90.5 DFS | -80.8 DFS | -78.2 DFS |

GVOS has been assigned the same colors on the 2023 and 2024 Dashboard as the State and SJUSD in all categories except for Suspension Rate where the State was assigned green for improvement to the suspension rate from the 2023 school year. For the academic indicators GVOS and the State received status levels of “low” for the 2022-23 and 2023-24 school years.

GVOS has one numerically significant student subgroup that received a color on the Dashboard that is under consideration for the purpose of charter renewal. GVOS students in the socioeconomically disadvantaged subgroup outperformed both SJUSD and the State in ELA and math on the 2023 and 2024 school year.

Due to the fact that GVOS only has one student subgroup with an assigned color for academic indicators, and that GVOS performed at the same status level as the State the school is placed into the default “Middle” category for charter renewal.

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, GVOS meets this renewal criterion and should be granted a renewal term of 5 years.

ELEMENT 1: Educational Program

Governing Law: “A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

– California Education Code § (b)(5)(A)(i)-(ii)

Programmatic Focus

“Waldorf education places the development of the individual child in the focal point, convinced that the healthy individual is a prerequisite for a healthy society.”

–The International Conference on Education of UNESCO

Golden Valley Orchard School (“GVOS”) is a community of parents and teachers using a curriculum inspired by Waldorf education that nourishes and inspires our students. As an institution committed to educating the whole child, the Charter School endeavors to allow each child’s full potential to unfold. The education brings forth creative imagination, critical thinking, self-confidence and a sense of delight, and respect for nature and humanity, while building a strong academic foundation. Children emerge with the ability to impart direction and purpose to their lives.

GVOS shall offer instruction for students from kindergarten through eighth grade (K-8) in seat-based and independent study programs. Ideally, a single teacher leads the same group of children through several grades (i.e., first through fifth grade loop and sixth through eighth grade loop). Kindergarten teachers and Kindergarten Waldorf Specialists remain with the kindergarten classes, and Subject Specialists provide instruction in such areas as Spanish, handwork, music, games, gardening and the arts. The lessons (based on Rudolf Steiner’s pedagogical model of the child) stress natural developmental rhythms. Within this framework, each teacher selects and presents the subject matter using a curriculum inspired by Waldorf education or other best practices tailored to the learning needs of the children in their class and based on the Alliance Waldorf/Common Core State Standards document (<https://www.journeyschool.net/21st-century-learning-aligning-waldorf-the-common-core/>).

Vision, Mission, and Goals

Our Mission – Why Are We Here?

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

Our mission reflects our shared commitment to the primary reason we exist as an organization. There are many things that we do as an educational community. Our mission does NOT try to summarize what or how we do it. Our mission defines why we are here to help us focus on those things that will have the greatest benefit towards that purpose. This is our compass. Our mission provides stability of our purpose over the long term, even as our specific strategies and methods adapt in the short term to navigate changing conditions.

Our mission is not just the purview of the teachers or students in the classroom. Our entire community, including all employees and all volunteers, serve as educators towards this mission. The way we speak and how we act shows as role models. We contribute our time and our donations directly in classrooms and on the playgrounds. We contribute indirectly by making the campuses safe and well equipped and by supporting the teachers and volunteers who are working directly with the students. It takes all of us working together every day to make this mission a reality.

Our Vision – What Will We Look Like?

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

Our vision paints a clear and compelling future that we are excited to create together. It illustrates what we will look like when we arrive in 2030. We recognize our role as a leader, among a growing number of others who are courageously pioneering innovative educational choices. We strive to create broader community access to public Waldorf education through leadership of charter schools, and we remain steadfast in our commitment to our core identity as a public Waldorf charter schools.

Our Core Values – How Will We Interact with Each Other?

The foundation of our Strategic Plan and the very fabric of our community is our set of shared Core Values. A value is a commitment to a behavioral standard or social norm for how we will interact with each other. There are a few values that are prerequisites for being a member of our community. By choosing to be a member of our community, in ANY role, we commit to holding ourselves and each other to striving for these values in every interaction. None of us is perfect. We will fall short of these values at times. When we do, we gently remind each other and get back on track.

- *Curiosity:* At GVCS we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds
- *Joyful service:* At GVCS we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community.
- *Reverence:* The GVCS community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity.
- *Empathy:* At GVCS we practice empathy and have compassion, care, and concern for one another’s needs. We endeavor to be present for each other’s thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being.
- *Creating Community:* At GVCS we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully.
- *Commitment:* The GVCS community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us.

Our Strategic Goals – What Outcomes Will We Achieve?

Our Strategic Goals describe the five long-term, ongoing outcomes that we commit to creating with our community. These five Goals are interdependent. We cannot completely jeopardize any one of them without jeopardizing all of them. At all times, we must maintain a minimum threshold level of performance across all goals. However, in any given year, specific challenges may require that we shift the balance of our focus more heavily towards some goals with a temporary sacrifice of other goals. By adapting to changes in a holistic fashion, we can best optimize the balance of our goals in the long run.

We begin with people first. All the other goals contribute to creating a *Vibrant Learning Community*. All our diverse members—from students and families, employees, and volunteers—work together as a unified team in alignment with our shared passion for lifelong learning and a few core values.

As a school, our primary purpose is education. For us, we emphasize delivering a *Holistic Waldorf Education* as our preferred method for developing the whole child through head, heart, and hands experiences.

Creating and *Sustaining Exemplary Rhythms* ensures that our administration, special events, and natural daily and seasonal processes flow smoothly and efficiently. This allows us to focus on delivering a great Waldorf education and helps our community to maintain morale and sustain their level of engagement.

We want to inspire learning through all the senses in *Accessible Harmonious Environments*. This includes safe, beautiful, and nurturing classrooms, campuses, facilities, gardens, and surrounding natural spaces. We are also physically and geographically accessible to Sacramento area families that want a public Waldorf experience.

Being *Responsible Fiscal Stewards* is a foundational goal. It is a prerequisite for even existing as a solvent, publicly funded institution. As stewards, we wisely invest the public money from the State and our donors in a transparent and accountable fashion. This enables us to deliver a *Holistic Waldorf Education*, operate with *Exemplary Sustainable Rhythms*, and learn in *Accessible Harmonious Environments*.

Vibrant Learning Community

We are a unified mosaic of diverse students, families, employees, and volunteers committed to fostering healthy learning opportunities for all. We build meaningful relationships sustaining our shared lifelong passion for learning and growth.

Objectives:

- Strengthen our GVCS community
- Increase engagement and partnerships
- Expand volunteer opportunities
- Increase accessibility to GVCS and Waldorf education
- Strengthen and showcase the middle school grades
- Balance and uplift Orchard and River

Holistic Waldorf Education

We inspire and educate our students by providing an engaging Waldorf education that integrates the head, heart, and hands experiences. Our highly qualified educators deliver a comprehensive and integrated curriculum. Within a collaborative atmosphere main lessons and specialty classes are taught to our thriving community of learners. As early advocates of public Waldorf education, we continue to be leaders in the growing Waldorf charter school movement.

Objectives:

- Teacher and staff training and enrichments
- Expand learning programs and opportunities
- Family education and engagement
- Relationships and collaboration with other Waldorf schools

Exemplary Sustainable Rhythms

Our school operates effectively, efficiently, and comfortably. Employees and volunteers conduct our educational and administrative responsibilities at a sustainable pace. Our daily and seasonal rhythms cultivate a positive learning experience. We demonstrate an exceptional ability to meet operational needs in service to our community. We prioritize our goals and objectives and measure our success.

Objectives

- Teacher support, resources & development ☑ Student support and enrichment
- Reestablish strong community rhythms
- Support inclusive family rhythms & accessibility
- Grow volunteer & school leadership programs

Accessible Harmonious Environments

Our learning environment includes our classrooms, campuses, gardens, facilities, and surrounding natural spaces. Working together, we create a safe, sustainable, healthy, and vibrant atmosphere that promotes learning through all the senses. We are accessible to families in the Sacramento area who desire our public Waldorf educational model.

Objectives

- Improve our facilities
- Sustainable facilities
- Act as stewards of our neighboring parks

Responsible Fiscal Stewardship

We maintain a healthy and balanced budget. This enables our schools to achieve our short- and long-term educational and operational goals. The business team stays current on legal, political, and technological trends. We work together with GVEF and the community for developing beneficial fundraisers.

Objectives

- Fiscal balance and sustainability
- Grow fundraising
- Growth and expansion of programs

Educating Students' Full Human Potential

The underlying premise at Golden Valley Charter Schools for Educational Renewal is that effective education is one of the most critical factors in shaping the future of humanity, and that education, in order to truly fulfill its purpose, should enable our children to develop their full human potential as much as possible. The approach we use was created out of Rudolf Steiner's deep insights into the developing human being, and over the past century this approach has proven itself to be effective in producing capable, clear-thinking, independent adults with a strong moral compass and the will to serve the greater good.

We rely upon our schools to prepare students for an unknown future. It seems clear that the world they will inherit is likely to be even more complex and problematic than it is today. Today's children will need three distinct capacities to meet the challenges that will face them as adults. They will need to be able to think, not only critically and objectively, but imaginatively. Imaginative thinking enables us to perceive clearly, to understand fully the implications of a situation, and to envision new solutions for seemingly unsolvable problems. In addition, they will need a combination of resilience and sensitivity in the emotional realm and ethical discernment in complex situations. Finally, they will need resolute determination so they will be able to manifest their highest hopes and dreams.

These are the capacities we are developing when we educate the thinking, the feeling, and the will of the child, the three fundamental forces impelling them toward mental, emotional, and physical activity. In order to be effective, education must address all three capacities, taking into account the child's maturity level in all three areas. When brought into a healthy balance, each of these areas serves and complements the others, working together as a team. We are seeking to educate the whole child, and we believe that the learning process itself needs to be meaningful, multifaceted, and multi-sensory.

We develop thinking by teaching children to observe objectively, with wide awake curiosity. We do this at all grade levels, bringing the child's attention to phenomena around them that normally would escape notice. We seek to lead them to an experience of observation of people, events, and the natural world, to take notice of patterns and tendencies in a way that gives rise to more questions than answers and embraces complexity. Thus, we lead them to understand knowledge as a byproduct of an ongoing, living process of exploration rather than a finished, fixed collection of facts. Along with developing the capacity to observe things closely, we emphasize storytelling as a tool for developing the imagination. When imagination, curiosity, and objective attention are combined, new answers emerge from complex questions.

The inner world of the human being is the seat of feeling. Feeling is the foundation of all morality, compassion, and sense of belonging and connection to the self and to others. Children spend an enormous amount of time at school, and this is where much of their learning takes place. Golden

Valley’s approach to education is designed to nurture the inner life of the child, and to cultivate a deep and refined feeling sense. We actively work to touch the hearts of the children, to help them care about their fellow human beings, and to reassure them that there is beauty and goodness in this world and within themselves, waiting to be uncovered and released for the good of all humanity. True education must take into account the important role that feeling plays in every human being and must deliberately cultivate a deep and healthy feeling life.

As Vaclav Havel, democratic leader of the Czech Republic, stated in his address to the United Nations shortly after the fall of the Soviet Union, “The salvation of this human world lies nowhere else than in the human heart, in the human power to reflect, in human meekness, and in human responsibility.” Thus, the task of education must become to develop the qualities of the heart in our children, along with the head and the will. This is why, at Golden Valley, we integrate the arts into every part of the day – singing, movement, drawing, painting, story and drama – with our content-rich curriculum as the focus. This emphasis on the arts nourishes, harmonizes, and connects the children in every aspect of their being. For the child, education becomes both a meaningful and memorable experience, an experience that continues to unfold even after the years of schooling are long past.

When students have learned to think clearly and observe attentively, to connect with themselves and the world through feeling and creative expression, they are led to a more complete sense of what they want to do with their lives. The moral foundation that is provided when these capacities are developed is based upon a realization of the interconnectedness of all life, and what follows is a deep desire to be of service to the whole.

We develop will forces in young children by allowing them lots of opportunity to experience rhythm and repetition in their lives and by gently helping them to develop good habits in everything that they do, from tidying up after play, to caring for tools, to pushing in a chair. Our curriculum throughout the grades provides ample opportunity for students to build will forces through conscious movement, skill building through practical activities, handwork, musical and artistic expression, and creating their own textbooks (called Main Lesson books), carefully illustrated and hand-written in their own words.

When students have mastered a wide range of capabilities, confidence and self-esteem are enhanced. These qualities are vital components of the strong character that children will need to develop in order to face the challenges of the future and to chart their own path in a world of rapid change and bewildering complexity. We seek to empower our children to create a better future for themselves and others. For this task, they must have a reservoir of strength and resilience that is not stymied by obstacles. They must have a firm belief that one person can make a difference, and in their own capacity to shape reality. They must see themselves as active participants on the stage of life rather than passive recipients of blessings and curses. This is what it means to have a

healthy, well-developed will. This is what is required if our children are to bring their hopes and dreams to fruition.

In life, no one of these three capacities (thinking, feeling, and using the will) is more important or valuable than another. We need all three, working together in harmony, to live full, meaningful, satisfying lives. Thus, at Golden Valley, our curriculum is designed to foster a balanced growth of all three aspects, each one developed optimally and in concert with the others. Our goals for our students are ambitious, yet realistic: that clear, insightful thinking rests upon a foundation of purposeful activity as well as a framework of mature and healthy emotional development. By educating our students in a way that balances the development of these three capacities, we are enabling them to emerge as well-rounded, resourceful individuals who can access diverse talents as they go through life. Students will have the power to direct their own destinies and shape the future rather than being shaped by whatever pre-existing conditions they happen to encounter in the course of the journey.

Providing a Developmental Approach

The educational model at Golden Valley Charter Schools for Educational Renewal is based upon the understanding that human beings develop in distinct stages. If we consider that twenty-one is traditionally the age when a person is considered to have arrived at full adulthood, we can divide the first twenty-one years of life into three seven-year cycles. The first cycle, from birth to age seven, is the time when the physical body and the will experience the most growth. During this time, the child is learning to master the body, develop the senses, and is becoming acquainted with the rudiments of what it means to be a socialized member of human society. The degree of change that takes place in the child during this period of growth is amazing – physical growth, learning to stand upright, and language acquisition are some of the more dramatic examples. During this time the child learns primarily through imitation and constant physical activity – running, playing, and exploring the world with all of the senses.

The second seven-year stage takes place during the elementary school years, between the ages of six or seven and fourteen. During this time, the urge to be active is still evident, but the feeling life becomes paramount. This is the time when the inner life of the child takes on increasing importance, and with this comes the sense of the self as separate from the rest of the surrounding environment.

The third stage is the journey through adolescence that has as its final destination the arrival at adulthood at about age twenty-one. During this time, if the education has met and continues to adequately meet the needs of these different stages, true higher-level thinking emerges. While teenagers also exhibit a strong feeling life and a pronounced need for physical activity, it is only now that we can expect to see a growing and full capacity for independent, clear, critical thinking. This newly emerging intellectual prowess does not appear overnight at the age of fourteen, but

increasingly unfolds over time. It unfolds to the degree that we have established a strong foundation for it in the preceding stages.

It is with these developmental stages in mind that our unique curriculum has been created. It is important to recognize that the material that we bring to the children, and the way that we bring it, is geared to this understanding. As a result of the wisdom that this developmental approach reflects, the students who graduate from our program have been given an enormous advantage towards growing up to embody the full range of human capacities that this education is designed to foster in them. Teaching methods inspired by Waldorf education stress an arts-integrated, multisensory, and nature-oriented learning environment. The rigorous academic program is strongly interdisciplinary, integrating the arts, foreign language, drama, painting, music, drawing, and handwork into the entire curricula. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community for students who are educated in an arts-integrated curriculum (Catteral, 1998; Seidel, 1999; Heath, 1998). This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning.

Core subjects will be taught in three to four-week units during the first two hours of the school day, known as Main Lesson. In addition, students will attend two periods of core subjects each day. Teachers will differentiate lessons based on how children learn at different developmental stages, as documented by child development research. Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, and drawing. Academic practice periods and specialty subjects will follow the Main Lesson period.

Common Core State Standards

GVOS will ensure overall alignment of a curriculum inspired by Waldorf education with Common Core State Standards (CCSS) to create success for all students in meeting the requirements of state mandated standardized testing. The curriculum inspired by Waldorf education determines that some State Standards will be addressed at different grade levels from those stated in the Common Core State Standards framework. The Charter School's goal is that students will meet statewide performance standards as measured on the California School Dashboard by the completion of eighth grade and will demonstrate progress on the state assessments (CAASPP, CAST, ELPAC, CAA, etc.), competency in standards inspired by Waldorf education, and competency in state grade-level content and performance standards. Golden Valley uses the "The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf Inspired Programs" (Waldorf/Common Core State Standards) to plan curriculum and instruction aligned with state standards.

Goals For All Pupils Including Each Subgroup of Pupils

In addition to our strategic goals, our commitment at GVOS includes the following:

- To provide expanded educational choices and opportunities for families and children from transitional kindergarten through eighth grade by making a quality education inspired by Waldorf available in a public charter school setting.
- To provide a balanced education that nurtures the development of the whole child, enabling students to become self-motivated, competent, and lifelong learners, able to impart meaning to their lives and pursue actions that benefit their community and society.
- To offer a curriculum inspired by Waldorf education, emphasizing a solid academic foundation, along with artistic expression, social development and responsibility, physical fitness, and attention to the inner emotional life of the child.
- To draw out each student’s unique abilities while encouraging the balanced expression of his or her full potential.
- To keep children engaged with their senses, nurturing the imagination in the early years, in order to build a foundation for flexible, imaginative, and critical thinking.
- To use a three-fold “head, hands, and heart” approach to encourage the growing student to develop his or her intellectual faculties, artistic and practical utility, and appreciation and compassion for self, fellow human beings, and nature.
- To meet or exceed the Common Core State Standards over the progression from kindergarten through eighth grade.
- To develop students’ ability to think creatively and apply imagination to a variety of academic and practical tasks so the students of today become the creative problem-solvers of tomorrow.
- To encourage students’ awareness of and empathy for diverse peoples, cultures, and languages.
- To help students develop a sense of affinity for and commitment to their environment, community and world, helping them become responsible citizens.

Who The School Is Attempting To Educate

Targeted Student Population

GVOS will educate students from transitional kindergarten through eighth grade from the communities of Folsom, Granite Bay, Orangevale, Fair Oaks, Citrus Heights, Carmichael, and the surrounding areas (greater Sacramento) in seat-based and independent study programs. GVOS serves approximately 300 students in transitional kindergarten through grade eight. Maximum enrollment of the seat-based program is projected to be 330 students by the year 2029-2030.

In some cases, Golden Valley serves students whose needs are not being met by their local district school. Also, students who had previously felt bullied or not accepted by their peers, have found a home at Golden Valley. Students with diverse learning styles have been welcomed by the charter school. Families that want a lower use of electronic media are often drawn to the play-based early

childhood program. Children from diverse backgrounds have sometimes encountered Waldorf education in their country of origin and wish to continue with the same approach.

Community Need

Parents may choose GVOS for a variety of reasons, including, but not limited to:

- A desire to participate in a program that emphasizes a curriculum inspired by Waldorf education
- A commitment to a learning approach that is developmentally appropriate, designed to meet the changing needs of the growing child
- A belief in the importance of incorporating artistic and musical activities into all phases of learning
- A belief in the importance of parent commitment and involvement in their children’s education
- A parental commitment to lifelong learning
- A desire for an educational community that actively supports partnership and continuity between family and school
- A belief in the importance of accepting diverse personal philosophical beliefs and values
- A belief that a child’s needs can best be met through an alternative educational approach
- The attention/support given to the individual social or emotional needs of the students
- A desire for a kindergarten through eighth grade school
- A desire for an environmentally conscious educational program
- An interest in a small education environment where all students know each other

Enrollment and Student Demographics

| Enrollment Numbers from 2016-17 to 2024-25 | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|
| 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| 222 | 256 | 259 | 267 | 277 | 262 | 279 | 296 | 291 |

| Enrollment Projections | | | | |
|------------------------|---------|---------|---------|---------|
| 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| 301 | 308 | 318 | 323 | 330 |

| 2024-25 Enrollment Disaggregated by Ethnicity/Race | |
|--|---------|
| Ethnicity/Race | Percent |
| Hispanic | 17.41% |
| American Indian/Alaskan Native | 0.34% |
| Filipino | 0.68% |
| Asian | 0.68% |
| Black or African American | 0.68% |

| | |
|-------------------|--------|
| White | 68.49% |
| Two or More Races | 11.30% |
| Not Reported | 0.34% |

| 2024-25 Enrollment Disaggregated by Student Group | |
|---|---------|
| Student Group | Percent |
| Socio-economically Disadvantaged | 31.6% |
| Homeless | 2.06% |
| English Language Learners | 2.41% |
| Students with Disabilities | 11.68% |

GVOS is nonsectarian in all aspects of its curriculum and its operations, including admission policies and employment practices. The Charter School shall not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics, nor shall it charge tuition.

What It Means to Be An Educated Person In The 21st Century

“Education is not the filling of a pail, but the lighting of a fire.”

–William Butler Yeats

An “educated person” in the 21st century is a lifelong learner who has developed competence, self motivation, confidence, and responsibility. The educated person’s gifts should unfold uniquely, not according to a uniform standard.

The Academic Skills of an Educated Person in the 21st Century include:

- Literacy and mathematics
- Ability to communicate clearly, both orally and in writing
- Familiarity with, and ideally the ability to communicate in, more than one language
- Understanding of more than one culture
- Understanding of the scientific process and the various scientific disciplines
- Knowledge of history, science and technology
- Ability to think creatively, analytically, and logically
- Ability to observe, gather, organize, analyze, and synthesize information
- Understanding of the mathematical process including application
- Ability to critically assess data

The Personal Attributes, Skills and Capacities of an Educated Person in the 21st Century include:

- Concentration, focus, and perseverance
- Ability to work cooperatively with others
- Adaptability and mental flexibility
- A strong sense of connection to and responsibility for the world
- Ability to value relationships, and have respect for others and for authority
- Ability to honor cultural, ideological, and philosophical differences
- Ability to solve problems by analyzing issues from multiple perspectives
- Resourcefulness, confidence, and motivation
- Enthusiasm, a sense of wonder, and curiosity
- A passion for lifelong learning
- Clearly developed emotional intelligence
- Self-respect, self-control, and self-actualization
- Ability to communicate with respect and compassion
- Respect for the environment

How Learning Best Occurs

“Good thinking requires good analytic skills, but it also depends on imagination. Both halves of the brain, not simply the linear, analytic-verbal left hemisphere, contribute to it. The more visual, intuitive right hemisphere probably provides much of the inspiration, while the left marches along in its dutiful role as timekeeper and realist. . . . Some observers, concerned about declines in creative thinking, as well as in imagination, have advocated teaching methods and classroom experiences to stimulate the right hemisphere. . . [but] it is increasingly clear that genuine creative imagination springs from much deeper developmental roots -- which can easily get short-changed in homes and in schools.”

–Jane Healy, pp. 315-316, Endangered Minds, 1990

GVOS holds that learning best occurs when students are taught using a curriculum that integrates the oral tradition, visual and performing arts, a foreign language, and movement into the teaching of English/language arts, mathematics, social studies, and science. Teaching methods and structures include:

- Academic components framed within an artistic, creative, and imaginative context
- Academic development in an environment that supports the unfolding of the physical, emotional, and social aspects of the individual child
- A model asserting that children have identifiable stages of development
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence

- Whole-to-part learning, from synthesis to analysis
- Educational models that weigh process and outcome equally
- An approach that strives to increase capacities for self-motivated learning as opposed to one that focuses on an information-based model
- A partnership between home and school where parents have the opportunity to become deeply involved both in their child's education and in the Charter School's decision making
- The creation of a community wherein all members—including parents, teachers, and children—make a commitment to lifelong learning
- Staff who are sensitive to each child’s personal rhythm and development
- Limited media exposure
- A cooperative, non-competitive environment where each child’s uniqueness is honored
- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically
- Teaching methods that place a high value on relational experiences and inter- and intrapersonal interactions
- Introduction of technology applications in the sixth grade, with an emphasis on using these tools responsibly and creatively, including internet research and keyboarding.

Implementation Of Educational Program & Curriculum

“I believe that Waldorf education possesses unique educational features that have considerable potential for improving public education in America....Waldorf schools provide a program that...not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.”

--Elliot Eisner

Professor of Education and Art, Stanford University

Introduction to GVOS’s Instructional Program

GVOS supports the idea that every child needs the balance provided by healthy intellectual, emotional, social, artistic, and physical development. GVOS's seat-based, K-8 program is designed to foster the development of a fulfilling, creative, and productive life for all of our students. Our teaching approach and curriculum content are carefully tailored to meet students at various stages of child development:

“Young children make the most dramatic strides in terms of nearing their full adult potential, in their sensory and motor skills, and the neural regions most related to them. During the grade school years and beyond. . . the most dramatic gains are in their social and emotional skills Finally, after puberty, the developmental focus within the brain shifts to the regions of the brain that enable the most advanced

thinking, relying upon abstractions and critical judgment. Also a rich network of neural connections develops between these areas and brain regions most directly involved in emotion and movement.”

–C.E. Cordes and E. Miller

Fool’s Gold: A Critical Look at Computers in the Classroom

Alliance for Childhood, College Park, MD, 2000

The kindergarten focuses on hands-on activities and experiences that promote students' physical development, sensory-motor skills, and social development. In first through eighth grades, our teaching approach and curriculum emphasize the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn. Grades students engage in artistic activities that are directly integrated into the academic curriculum, thus deepening their social and emotional "feeling" or connection to their subject matter, with the goal of creating a lifelong love of learning.

Using curriculum inspired by Waldorf education and the instructional approach outlined below, GVOS will strive to ensure that each child meets both the Common Core State Standards and the Waldorf/Common Core State Standards by the time he/she exits eighth grade. GVOS believes that how we educate our children relates directly to the health of our society. GVOS faculty and staff share a strong belief in public education as a means to cultivate and inspire the healthy citizenship of future generations.

Please note that the curriculum inspired by Waldorf education determines that some standards will be addressed at grade levels that are different than those stated in the Common Core State Standards. Some of the sequencing within the standards shall be accelerated or decelerated based upon the developmental model of the child upon which our curriculum and methodology are based.

Prior to enrollment, all parents will attend a Parent Information Meeting facilitated by the Charter School Principal. During this meeting, it will be explained that the Waldorf/Common Core State Standards do not correlate grade by grade with the Common Core State Standards, especially in the lower grades. Parents will be encouraged to visit our school website for information further explaining our curriculum. We will make our Waldorf/Common Core State Standards available to parents upon request. Based on the needs of the individual student, a transition plan for students who leave prior to the 8th grade will be developed at the request of the parent or suggestion of the teacher.

Teaching methods inspired by Waldorf education stress a nurturing, multisensory, nature-oriented learning environment. The stimulation of the child's imagination and creativity is a high priority. Daily, weekly, and seasonal rhythms will help provide consistent structure to the educational process. Multiple learning modalities are integrated into daily lessons to create a learning

atmosphere that is supportive, challenging, and meaningful to each student. Teaching methods inspired by Waldorf education emphasize imaginative and creative play in the early years and build in complexity as the child progresses. Opportunities for artistic expression abound throughout the grades. In the middle school years, students receive instruction and practice in responsible use of the tools of technology, including internet research and keyboarding.

The academic program is strongly interdisciplinary, integrating the arts, drama, painting, music, drawing, and handwork into the entire curricula. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community in students who are educated in an arts-integrated curriculum (Catteral, 1998; Seidel, 1999; Heath, 1998). This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning. Lessons and activities will blend cognitive, auditory, kinesthetic, visual, and tactile approaches to address the students' various dominant learning styles. GVOS will place a high priority on our students "learning how to learn."

Research done by Dr. Ida Oberman entitled "LEARNING FROM STEINER? THE RELEVANCE OF WALDORF FOR URBAN PUBLIC EDUCATION REFORM," and presented at the 2007 American Education Research Association's annual conference, shows the effectiveness of Waldorf methods instructional design and strategies.

The faculty selects curriculum materials and instructional activities. Based on the Waldorf/Common Core State Standards, each teacher develops his/her units of study (blocks) using a variety of materials from the teacher resource library, the Internet, and from the public library. Teachers also receive yearly Waldorf training, mentor with master teachers, and collaborate with colleagues weekly. Each teacher will plan a block rotation prior to the beginning of the school year, which will be submitted to the principal and distributed to parents at the beginning of the school year.

The Waldorf-inspired curriculum integrates key principles of Waldorf education while being carefully adapted to meet the requirements of a publicly funded charter school in California. It is entirely secular and does not, nor will it ever, promote or teach any religious creed or belief, ensuring an inclusive and equitable educational environment for all students.

Overview of the Kindergarten

"In the early formative years, play is almost synonymous with life. It is second only to being nourished, protected and loved. It is a basic ingredient of physical, intellectual, social and emotional growth."

*–Ashley Montague, Anthropologist, quoted in
Smart Moves by Carla Hannaford, Ph.D.*

“In one sentence, Froebel, father of the kindergarten, expressed the essence of early-childhood education. . . . The natural world is the infant’s and young child’s first curriculum, and it can only be learned by direct interaction with things. . . . Learning about the world of things, and their various properties, is a time consuming and intense process that cannot be hurried.

This view of early-childhood education has been echoed by all the giants of early childhood development—Froebel, Maria Montessori, Rudolf Steiner, Jean Piaget, and Lev Vygotsky. It is supported by developmental theory”

–David Elkind, Professor of Child Development, Tufts University, in Education Next, “Much Too Early” forum, 2001, No. 2, Hoover Institution, Stanford University, Stanford, California

“I am struck by the fact that the more slowly trees grow at first, the sounder they are at the core, and I think that the same is true of human beings. We do not wish to see children precocious, making great strides in their early years like sprouts, producing a soft and perishable timber, but better if they expand slowly at first, as if contending with difficulties, and so are solidified and perfected. Such trees continue to expand with nearly equal rapidity to extreme old age.”

–Henry David Thoreau

More and more in the world of education, we are seeing an emphasis on accelerated learning. The assumption seems to be that the earlier children are introduced to formal academic schooling, the smarter and more capable they will be as adults. We admire a child who is performing well above grade level in either language arts or math and consider this to be a cause for celebration. However, when we meet a twenty-five-year-old who is staid, cautious, and predictable, “old before his time,” we are not so impressed, but feel that something vital is missing.

The kindergarten at GVOS is a place where children can fully reap all of the benefits that healthy childhood offers to human development. The kindergarten offers a protected, nurturing, home-like environment that both stimulates and protects the child’s developing senses by evoking the soft, harmonious beauty of the natural world, providing ample opportunity for children to learn good habits through imitation, to develop imagination through free play and stories, to be exposed to a rich and varied oral vocabulary, and to strengthen the will through repetitive, rhythmic activity involving a combination of music, verse, and movement. To step into a GVOS kindergarten classroom is to pay a visit to the timeless world of childhood – a simultaneously comforting, enlivening, and enchanting experience. We are reminded that while technology and progress may bring all manner of changes to human society, childhood is childhood, and the basic, essential needs of children remain constant.

Yet the surroundings and influences to which the child is exposed have changed enormously, and continue to change at ever-increasing rates. More and more the Charter School must provide for essential needs that may not be met at home. These include the need for physical and emotional safety, for time and freedom to explore and become acquainted with the physical environment, for age-appropriate stories that nourish and strengthen the powers of imagination, for relationships with warm, fully present adults, for direct contact with the natural world, for unstructured, creative play, for nutritious whole food, and for protection from the cold, harsh, mechanical overstimulation that is the hallmark of electronic media. This kindergarten experience provides a firm foundation for all three human capacities to fully develop. Scientific studies have clearly shown that the brain of the young child is remarkably elastic, and that early experiences will affect brain structure by establishing complex or simplistic neural pathways. According to Jane Healy, "What children do every day, the ways in which they decide to pay attention, shapes the brain. Not only does it change the ways in which the brain is used, but it also causes physical alterations in the neural wiring system."

Our kindergarten curriculum is developmental; that is, we meet the children "where they are," while simultaneously laying the foundation for academic success in later grades. It is designed to enhance the young child's physical development, which includes fine and gross motor skills, language development, and sensory integration. In addition, the activities of the kindergarten are structured to strengthen the child's imagination, creativity, social skills, and sense of self confidence. Teachers involve the students in maintaining the orderliness and organization of materials, preparing the foundation for orderly thinking. Our successful teaching model benefits GVOS kindergarteners with a low adult to student ratio of 1:12. Our kindergarten teachers provide the expertise of a state-credentialed teacher who is also a Waldorf Kindergarten Specialist.

Literacy begins in the kindergarten with a rich oral language base. The teachers use storytelling, including classic and modern fairy tales from various cultures, to develop the students' attention span, concentration, vocabulary, speaking, and listening comprehension skills, and to lay down the basis for reading comprehension. Through drama, rhythmic poetry, nursery rhymes, and songs, the teachers further immerse the children in vivid and imaginative oral speech and literature. The teachers use puppetry, engage the children in acting out stories rich in vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily practical activities such as setting the table, students learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, uses raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones,

pinecones, etc. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum gives the children a multiplicity of experiences with the natural world. In the physical sciences, students' creative play involves them deeply in exploring basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Students experience the properties of heat and cold through cooking, as well as observing seasonal changes. Life science and earth science start with students observing common objects using their five senses. Students learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks provide an awareness of the seasons and a connection to the natural environment. The students experience the cycle of growth through gardening, from seed to harvest to transformation through cooking.

Other activities involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities include combining colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Finger-knitting develops fine motor skills and nurtures children's ability to focus and concentrate, while fostering hand-eye coordination. Students' development of fine motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work.

Problem-solving skills have their foundation in creative play that transforms the environment in inventive ways. Creative, unstructured free play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play with intentional, beautiful made spaces, teachers guide students' growing capacities for creative problem solving and social interaction along with a sense of belonging further developing the feeling life. Early childhood research shows that free play is serious work for young children, forming the basis for later scientific thought (analytical critical thinking skills and problem solving). To the extent possible, kindergarten classrooms and play yard space are organized to maximize the children's opportunities for movement and physical expression through games, circle-time activities, folk dances, sports, and physical education emphasizing cross-lateral movement and vestibular development.

Each of our multi-age Kindergarten classrooms brings Transitional Kindergarten (TK) and Kindergarten students together in a nurturing, play-based environment. Younger TK students thrive with the guidance and example of their older peers, while Kindergarteners develop leadership skills and empathy. Our thoughtfully designed curriculum meets each child's developmental needs through rhythmic activities, imaginative play, artistic expression, and practical tasks, fostering both individual growth and social connection. With a strong emphasis on outdoor exploration and

hands-on learning, this multi-age setting nurtures a sense of community, where children collaborate, support one another, and flourish in a harmonious, enriching atmosphere.

Overview of the Grades

“The greatest scientists are artists as well. Imagination is more important than knowledge. Knowledge is limited. Imagination circles the world.”

–Albert Einstein

“GVCS is dedicated to a Waldorf education. I believe it is the best way to educate my son. It is amazing we are able to get this form of education in a public school. If it were not for GVCS, he would be going to a private school.”

–Andy Silvert, GVCS Alumni Parent

“What children do every day, the ways in which they decide to pay attention, shapes the brain. Not only does it change the ways in which the brain is used, but it also causes physical alterations in the neural wiring system.”

–Jane Healy, *Endangered Minds: Why Children Don’t Think* Touchstone, New York, 1990

The school day for the grades begins with the Main Lesson, a two-hour instructional period focusing on the core curriculum and integrating a variety of learning approaches to encourage student learning through multiple modalities (visual, auditory, kinesthetic) and multiple intelligences. Foundational skills, such as observation and critical thinking are taught in all grades that lend themselves as building to all core subjects. Each core subject, defined as mathematics, language arts, science and history/social studies/geography, are taught in a unit or block, generally lasting three to four weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, singing, movement, and drawing. This multi-disciplinary style, combined with the unit block approach, is central to GVOS's teaching strategy since it promotes and develops active listening, imagination, memory, and vocabulary. In addition to the Main Lesson, students spend additional periods each day in core academic subjects. Also, for one or two periods each day, students attend non-core special subjects such as cultural studies, handwork, music, games, and the arts. A grade-by-grade overview of the curriculum is provided below; variations in the general curriculum may occur depending on the teacher, the particular class, and the year.

First Grade

- **Math:** Qualities of numbers; introduction to the four operations of arithmetic; beginning mastery of basic math facts; skip-counting ; mental math; story problems;

- Literature & Grammar: Pictorial and phonetic introduction to letters; fairy tales from around the world; poetry recitation
- Science: Nature stories; nature walks; observations; gardening
- Music and Performing Arts: Singing; interval and/or pentatonic flutes (develop finger coordination, concentration, breath control); songs based on seasonal themes; in-class skits based on curriculum
- Art: Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations
- Cultural Studies: A second language introduced through plays, songs, rhythms, and games such as, but not limited to, Spanish, German, or French.
- Handwork: Knitting (promotes eye-hand coordination, fine motor skills, and pre-reading skills, such as sequencing, patience, perseverance and self-esteem)
- History & Social Studies: Multicultural stories

Second Grade

- Math: Continue with four operations of arithmetic; story problems; skip counting; beginning work of multiplication tables with mastery of the 2's, 5's, 10's and 3's; geometric patterns found in times tables; place value; carrying and borrowing
- Literature & Grammar: Elements of grammar (naming, describing words, nouns, verbs, adjectives); beginning cursive writing; animal fables; legends of heroic people from around the world; spelling; reading; composition
- Science: Garden and nature studies
- Music and Performing Arts: Singing; pentatonic flute; in-class skits; performance of annual class play
- Art: Continue form drawing; watercolor painting; beeswax modeling
- Cultural Studies: Such as Spanish, German or French continued (plays, songs, poetry, games and simple conversation)
- Handwork: Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)
- History & Social Studies: Multicultural stories

Third Grade

- Math: Memorization of multiplication tables (2 through 12); weight; measure; length; volume; money; time; two- to three-digit multiplication;
- Literature & Grammar: Elements of grammar (adverbs); continuing cursive; spelling and punctuation; compositions; cultural legends
- Science: Continuation of garden and nature studies
- Technical Subjects: Introduction to keyboarding

- Music and Performing Arts: Singing in rounds; pentatonic flute; in-class skits; performance of annual class play Art: Continue form drawing; painting; beeswax modeling
- Art: Painting; modeling with beeswax; crayon drawing
- Cultural Studies: Such as Spanish, German or French continued (songs, plays, poetry, conversations, and vocabulary)
- Handwork: Crocheting (pattern and placement recognition, finger dexterity)
- History & Social Studies: Study of practical life (farming, house building, clothing, and cooking) around the world through project-based learning

Fourth Grade

- Math: Four-digit multiplication; continuation of long division; fractions, geometry
- Literature & Grammar: Elements of grammar; continuing cursive; spelling and punctuation; book reports, research reports, and narrative writing; Norse mythology, Legends of California indigenous people
- Science: Zoology; continuation of garden and nature studies through project-based learning
- Technical Subjects: Continuation of keyboarding & Intro Cyber Civics
- Music and Performing Arts: Singing and recorder in rounds; C flute; possible addition of violin/cello; performance of annual class play
- Art: Advanced form drawing; painting; clay modeling
- Cultural Studies: Such as Spanish, German or French continued (songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing)
- Handwork: Cross-stitch; embroidery; braiding (creating patterns from front to back)
- History & Social Studies: California and local history
- Geography: California and local geography; map making

Fifth Grade

- Math: Decimals; fractions; metric system; geometry as it developed in ancient cultures
- Literature & Grammar: Elements of grammar; continuing cursive; spelling and punctuation; compositions; Greek myths
- Science: Botany; inductive method; reproductive systems; continuation of garden and nature studies
- Technical Subjects: Continuation of keyboarding and Cyber Civics
- Music and Performing Arts: Singing; recorder; possible inclusion of violin/cello; performance of annual class play
- Art: Calligraphy; painting; clay modeling; woodworking
- Cultural Studies: Such as Spanish, German or French continued (songs, plays, poetry, conversations, cultural activities, vocabulary, continued writing)

- Handwork: Knitting in rounds; knitting socks, hats, or mittens (develop and follow written instructions)
- History & Social Studies: Ancient civilizations through Greek times
- Geography: North American geography as related to vegetation, agriculture, culture, and economics

Sixth Grade

- Math: Beginning algebra and negative numbers; ratios; proportions; geometric drawing with instruments; business math; adopted curriculum (CCSS)
- Literature & Grammar: Composition; grammar; spelling; biographies
- Science: Mineralogy; physics (acoustics, electricity, magnetism, optics, and heat); beginning astronomy; continuation of reproductive systems through personal growth class taught by specialist teacher; continuation of garden and nature studies
- Technical Subjects: Introduction to keyboarding; basic online search and research methods; use of computers for basic research and word processing; guidelines for avoiding plagiarism in publishing.
- Music and Performing Arts: Singing in parts; recorder; possible inclusion of violin/cello; performance of annual class play
- Art: Calligraphy; painting; clay modeling; woodworking
- Cultural Studies: Such as Spanish, German or French continued (songs, plays, poetry, conversations, cultural activities, vocabulary, and writing)
- Handwork: Hand-sewing stuffed animals (visualizing from two-dimensional to three-dimensional finished product); Shields and shieldry; sewing juggling balls
- History & Social Studies: The Roman Empire and medieval history
- Geography: World geography, usually emphasizing Europe

Seventh Grade

- Math: Algebra; mathematical thinking/theory; geometry; adopted curriculum (CCSS)
- Literature & Grammar: Creative writing; grammar; spelling and punctuation; classical literature; Shakespearean drama
- Science: Physics (mechanics); physiology (blood and muscles); astronomy continued; inorganic chemistry; nutrition; continuation of garden and nature studies
- Technical Subjects: Online research and research methods; use of mathematical tools (software, calculators) for analysis and presentation of results; computer etiquette; protecting safety and privacy; introduction to publishing and presentation software including the use of multimedia elements. Use of computers for basic research, word processing and publishing (e.g., research papers, individual and group projects, presentations using MS PowerPoint, simple tables, charts, and graphs.

- Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play
- Art: Calligraphy; clay modeling; woodworking; painting; perspective drawing; portraits
- Cultural Studies: Such as Spanish, German or French continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)
- Handwork: Hand-sewn clothing; carving (wood and stone); woodworking; felting
- History & Social Studies: Renaissance and Age of Exploration and Discovery
- Geography: World geography, usually emphasizing Africa

Eighth Grade

- Math: Practical applications of arithmetic; algebra; geometry; adopted curriculum (CCSS)
- Literature & Grammar: Composition; grammar; spelling; literature (short stories, poetry, letters)
- Science: Physics; organic chemistry; physiology; continuation of gardening and nature studies through ecology; astronomy
- Technical Subjects: Continuation of skills taught in seventh grade, advanced internet search and research tools, validating and evaluating the quality of online sources; computer etiquette; protecting safety and privacy; interactive and collaborative online discussions and writing projects with peers; learning to critique and evaluate media, and to explore forms and uses of media.
- Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play
- Art: Calligraphy; soapstone carving; clay modeling; woodworking; painting
- Cultural Studies: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)
- Handwork: Machine sewing clothing
- History & Social Studies: World economics; American history
- Geography: World geography, usually emphasizing Asia

Additional Aspects of the Educational Program

The Class Teacher

The heart of our education is the loving, creative, trusting, and respectful relationship between the student and the teacher. In our program the class teacher has the opportunity to take the same class of children through several grades of elementary school (i.e., one teacher may loop from grades 1-5 and another teacher from grades 6-8, or a teacher may stay with the class from grades 1 - 8), teaching the Main Lesson/academic subjects. For the teacher, this means time to know the children deeply (as well as their families) and help students unfold their gifts. This long-term relationship provides enriched opportunities to assess students over a long period of time, allowing the teacher to better meet the individual needs of the child. Both the class teacher and the

kindergarten teacher have the responsibility to be deeply engaged and pursue self-development; this provides a powerful modeling of active learning and personal growth for the students.

Forming the Class

At the beginning of each school year, teachers and other staff members refer to the period when the class teacher is “forming the class.” This period, lasting six or more weeks, is a time when students are acclimating to their new environment, new instructors (such as Subject Specialists), and new classmates. This is also the time when students are learning how to use new classroom materials and working to establish expectations and order within their classroom peer group. Once the class has been formed, parents will begin to observe a very wonderful rhythm and structure to the daily, weekly, and monthly classroom activities. Notably, Waldorf methodology recognizes this time as “forming the class.”

Main Lesson

A fully integrated two-hour period of instructional activities begins each school day. During this time, the core curriculum is presented. The Main Lesson can be, for example, algebra, Greek history, botany, or acoustics, and can involve storytelling, movement, art, biography, drama, writing, and any activity that might help bring the topic to life. This Main Lesson is taught for a three or four week block (unit of study), and then ended, often to be continued later in the term. This approach allows freshness and enthusiasm, enriches content and skills by integrating them together as a powerful, concentrated, in-depth experience, and gives the children time to "digest" what has been learned. This format is used in first through eighth grades.

Main Lesson Books

The teacher, using textbooks, primary and other sources, creates the lessons and their presentation. Based on these lessons, the children make individual “textbooks” called Main Lesson books for each subject taught. In their Main Lesson books, the students record and illustrate the substance of their lessons, a process which aids the students in being engaged with their lessons, helps to ensure they truly understand the content (since they must reflect this in their work), and encourages long-term memory of their learning. The Main Lesson book approach to student learning builds students’ skills of focus and concentration. These Main Lesson books require the students to write in depth about their lessons and are a significant tool for building writing skills. Richly illustrated by the children, these Main Lesson books are often artistic and beautiful and are an invaluable tool for assessing the progress of individual students in comprehension and writing.

Textbooks

Appropriate and carefully selected textbooks can be a valuable aid for teachers and students throughout the grades. Depending on the grade and subject matter, our program uses adopted textbooks in the classroom as teacher resources for lesson preparation, and as important research

tools for students to augment their lessons. In addition, state-adopted math textbooks are available for 3rd through 8th grades, allowing teachers to differentiate math instruction to meet different student learning needs.

Reading and Writing

Letters are learned in the same way they originated in the course of human history. Human beings perceived, then pictured, and out of the pictures abstracted signs and symbols. Early elementary students hear stories, draw pictures, and discover the letter in the gesture of the picture. From these letters, they learn the basic phonics skills of matching sounds to letters. Also from these initial letters, the children's writing skills move into cursive writing and penmanship, punctuation and spelling, and a wide variety of composition styles (essay, poetry, creative writing, short story, etc.) The important early reading skills and rich vocabulary integrated in songs, poems, drama, and games help establish a joyful and living experience of language. Through the grades, texts taken from a rich humanities curriculum provide material for reading practice.

Mathematics

In the early elementary years, math instruction begins by teaching from the whole to the part. For example, a question might be "what is 12?" Possible answers or approaches may include: $12=3+9$, or $12=4 \times 3$, or $12=144/12$. This encourages flexible thinking and discourages the one "right" answer mode of thinking. Movement, stories, plays, manipulatives, and games are used to engage children in active learning. Mental math problem solving is emphasized throughout grades 1-8 to develop and strengthen thinking.

Humanities

The humanities curriculum acknowledges that the cultures of the past have influenced humanity throughout time and continue to influence the values and morals of today's world. Children learn about world religions and cultures from a historical perspective. Fables are taught beginning in grade two; history and legends in grade three; Norse mythology in grade four; and the ancient cultures of India, Egypt, Persia, Mesopotamia, and Greece in grade five. In sixth, seventh, and eighth grades, students explore the history and geography of Mesoamerica and Africa and may also further learn about China and Japan. By exposure to these cultures through their peoples, legends, and literature, the children gain flexibility and an appreciation for the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in second through eighth grades. By the close of eighth grade, the students will have journeyed from Greece and Rome, through medieval history, the Renaissance, the Reformation, and the Age of Exploration, along with studying U.S. History.

The Sciences

Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the

children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and calls upon the children to observe carefully, ponder, discuss, and write up scientific observations. Through this process, rigorous, independent thinking and sound judgment are trained.

Cultural Studies

When available, Cultural Studies is taught beginning in kindergarten or first grade, giving the children insight into and familiarity with another language and culture. Through the grades, the foreign language program expands to include reading, writing, grammar, and conversation. A second language may be introduced into the specialty program at a future date, based on faculty recommendation and budget availability. In addition, aspects of classical and other languages (e.g., Latin, Greek, Hebrew, or Japanese) may be introduced in the middle and upper grades.

The Arts

Drama, painting, music, drawing, modeling, etc., are integrated into the entire curriculum throughout the grades, including mathematics and the sciences. The arts are also offered as special subjects. In the first grade, students sing and are taught to play the pentatonic flute. Other instruments are gradually introduced, leading to choir, playing recorders in parts, percussion and string instruments in the higher grades. Other arts such as drama, puppetry, and painting enhance the child's joy of learning. The art of eurhythm may be added at a future date, a movement/dance discipline that translates speech and music into body movements. This leads children to experience moods of poetry, qualities of sound, and elements of rhythm and music through their own movements.

Practical Work

Crafts, handwork, and practical work such as fiber arts, woodworking, sewing, house building and gardening are an integral part of the curriculum from kindergarten through the grades. Boys and girls learn to knit in the first grade and crochet in third grade, creating many functional and colorful objects, such as flute bags, knitted animals, and puppets. Decades before brain research confirmed the value of this type of activity, studies recognized a relationship between body movement and brain function. Learning to knit and crochet in the early grades develops fine motor skills and leads to lively thinking and enhanced intellectual development later on. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities such as woodworking, house building, gardening, and sewing are specifically included in the elementary curriculum, and give the children an understanding of how things come into being, as well as a respect for the creations of others.

Homework

GVOS recognizes that homework can be a valuable way to extend and reinforce classroom lessons, giving students more practice and review time to assimilate new learning. Homework can

also help students develop good study skills, discipline, and responsibility, while providing parents the opportunity to be involved and stay current with their children's education. At GVOS, little or no homework is given until third grade. From this point, homework is gradually introduced to allow students time to learn the discipline and responsibility involved. Homework assignments may consist of math lessons, spelling practice, reading, writing assignments, or research projects. Class teachers and Subject Specialists design homework that relates to the classroom instruction and reinforces and extends learning for the students' developmental and academic levels.

Physical Activity

Movement activities, dance, and other forms of creative physical expression are infused into the everyday curriculum. To the extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement and physical expression through games, circle-time activities, folk dances, sports, and physical education that emphasizes cross-lateral movement and vestibular development. Recognizing that the qualities of physical fitness and health enhance the students' overall wellbeing, each child is encouraged to recognize and rise up to his/her individual physical potential.

Environmentally Conscious Curriculum

Having environmentally conscious curriculum and everyday rhythms and routines of our school community help cultivate a sense of gratitude, respect, and responsibility for self and all living things. GVOS strives to build an ecologically informed community by focusing attention and care on the systems in which our school and community are embedded. Through our work with nature and gardening, children learn about the interrelatedness of nature, self, and community, and pursue actions that are essential for sustaining our world. Creating beautiful green spaces develops a sense of place, appreciation and respect for their surroundings.

Multicultural and Gender-Balanced Content

Multicultural and gender-balanced content are integrated throughout the curriculum by means of the humanities curriculum, incorporating biography, storytelling, and history; through crafts, art, music, and seasonal and cultural celebrations; and through foreign languages.

Parent Participation

Parent and family participation is a keystone of our program. A significant body of research (Henderson & Berla, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom is essential in creating and implementing the Charter School's educational program and maintaining its supportive environment. GVOS honors and values the individual skills, talents, and interests of its parent body, and strongly invites and

encourages parent participation in many aspects of the Charter School's operations. Parents provide a bridge between home and school, giving their children's education greater meaning and purpose by integrating the children's school life into their family life and into their community. GVOS also provides ongoing educational opportunities for parents to learn about various aspects of child development and a curriculum inspired by Waldorf education. These include parent education lectures and class meetings discussing child development and specific aspects of the curriculum.

Seasonal Festivals

In keeping with our focus on community, GVOS holds two seasonal festivals each year to bring families and children together in respect for the rhythms of nature and of our Earth. Frequently, these festivals include multi-cultural activities that connect our children and families to each other's cultures. Additional festivals may be added in the future, based on our faculty, parents, and student community's recommendations.

GVOS's educational program will be enriched and vitalized by incorporating the following:

- *High Support Level:* Children will be fully supported by teachers and parent volunteers providing a high adult-child ratio. "Teachers" from the community, volunteers, parents, and grandparents will be invited into the classroom day to share and assist in learning activities.
- *Peer and Cross-Age Interaction:* The children will support each other in many ways including small-group learning and peer tutoring. Activities with mixed-age grouping will provide ample opportunities for older and younger children to interact, as well as children with similar and dissimilar abilities.
- *Self-Esteem Development:* The self-confidence of the children will be fostered through a cooperative, non-competitive learning environment, where each child's uniqueness is honored. Awareness and shared recognition of the children's accomplishments, displays of student work, performances, open houses, and many successful experiences will promote positive self-esteem.

The GVOS Classroom Community

Our goal is to nurture a classroom community supportive of academic learning by helping students develop respect, confidence, acceptance, and other positive social values. In a curriculum inspired by Waldorf education, the total child must always be considered. Thus, it is in the best interest of the student that home and school environments are consistent. For positive development of the child, GVOS teachers, staff, and parents will work together to support the physical, mental, emotional, social, and academic needs of the child. At GVOS, we shall implement a combination of complementary approaches designed to foster character development through social/emotional awareness and health in our students.

Teachers will work with *The Virtues Project* to help students recognize and develop their inherent inborn capacity for all facets of human virtues. Students are helped to develop an extensive vocabulary based upon a large list of virtues that can be accessed in order to bring out the best in everyone. Students practice explicitly identifying virtues that are demonstrated in their own actions as well as those of their classmates. This helps to foster a positive self-concept both on a group and individual level and has proven to be a powerful tool for building strong character.

The Nurtured Heart approach is an approach to classroom management and child rearing that works to bring out the best in children by placing attention on what is going well. Rules and boundaries are clearly defined with clear consistent consequences, while the adult brings energy and enthusiasm to celebrating success. Negative behavior is corrected but not energized. Children learn that they have the ability to be successful, and that successful behavior is intrinsically rewarding. At GVOS, teachers are trained to use this approach with very successful results. Workshops in *The Nurtured Heart* are also offered to parents on a regular basis. *The Nurtured Heart* and *The Virtues Project* work powerfully together to create an atmosphere where strong character and mutual support are supported and highly valued.

Social Skills will be taught school-wide through the implementation of a variety of social emotional learning resources such as the Hope Social Skills System and Positive Discipline. Each month classes will focus on lessons, such as: Goal Setting, Essential Communication Skills, Making and Keeping Friends, Assertiveness, Appreciation of Diversity, Problem-Solving/Conflict Management, Recognizing and expressing Emotions, Self-Calming Strategies, Controlling Anger and Aggression. Class teachers use the class meeting tool as outlined by *Positive Discipline*. Students learn that they can come together as a class to solve problems and build an inclusive, mutually supportive community where every student can experience success and a feeling of importance and belonging.

When conflicts and larger discipline infractions arise, students may be referred to a Guidance Committee. This committee is made up of a group of teachers who may be assisted, when appropriate, by select upper grades students who have been trained in conflict resolution. The Guidance Committee works with Restorative Justice principles to help students find satisfactory solutions to conflicts and ways to rectify mistakes and learn from them.

- GVOS shall provide guidance in the area of behavior and attitudes, and recognizes that each child has a unique personality, likes and dislikes, values, strengths, and weaknesses. The uniqueness of the child will be honored while providing guidance.
- At GVOS, children will be encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.

- At GVOS, personal responsibility and accountability will be taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.
- Each class shall establish rules within the first week of the school year. These rules are set with the understanding that everyone will respect and follow them. This provides the child with the ability to reason and think for her/himself and to experience natural consequences for her/his choices.

Materials

High-quality materials designed for a curriculum inspired by Waldorf education give students the experience of success in their school activities, promoting self-esteem and a sense of value for quality work. This provides increased motivation for accomplishing schoolwork in the classroom, as well as homework. For example, using quality colored pencils, paints, and crayons on appropriate drawing and painting paper allows students to create rich colors, blend colors for subtle hues, and create detailed and beautiful writing, pictures, and designs. In first through eighth grades, a variety of specially designed Main Lesson books allow students to create their own thematic subject books for each unit block. In the kindergarten and lower grades, age-appropriate play materials are selected or hand-made from wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor that is too busy.

Also, as stated previously, our program will use adopted textbooks in the classroom as teacher resources for lesson preparation and as important research tools for students to augment their lessons. In addition, math textbooks will be used for math instruction in 3rd through 8th grades, allowing teachers to differentiate math instruction to meet student learning needs.

Textbooks aligned with Common Core State Standards are selected by a leadership and faculty subcommittee based on such criteria as grade level, subject matter, clarity of content presentation (to maximize effective learning for our students), and instructional goals.

Students in third through eighth grade have access to computer carts with chromebooks. Students use the devices to complete assignments, practice, and projects for keyboarding and computer classes as well as completing assignments from core subject instruction. All teaching staff have laptops provided. Projectors and screens are available for teaching staff to use with their class as needed.

Professional Development

A variety of professional development opportunities will be made available to GVOS faculty and staff. These include weekly pedagogical meetings; GVOS pre-service and in-service trainings; the

peer mentoring and classroom visitation program; individual and group mentoring by experienced Waldorf Curriculum Specialists; and attendance at Waldorf Teacher Training courses, based on the Waldorf/Common Core State Standards.

Induction program participation as appropriate is provided to all beginning teachers to clear their teaching credential. All teachers will be provided with professional development regarding the implementation of Common Core State Standards in an environment inspired by Waldorf education.

Attendance

GVOS shall meet or exceed the instructional minutes requirement as set forth in Education Code Section 46201(b). The Charter school will have at least 175 days of instruction and offer at least 36,000 minutes of instruction for kindergarten students, 50,400 minutes of instruction for first through third grade students and 54,000 minutes of instruction for students in fourth through eighth grade. The school's actual calendar and schedule may change from year to year.

The school calendar and bell schedule can be found in Appendix A.

Special Populations

GVOS believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. This common belief covers the realm from students behind grade level to English Learners to students with disabilities. GVOS welcomes students with disabilities. GVOS recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to continue membership in the San Juan Unified School District Special Education Local Plan Area ("SELPA") to ensure that a free appropriate public education is provided to all students with disabilities. GVOS joins all public schools in prioritizing service of students with disabilities and will conduct outreach to such students, recognizing its legal requirement not to discriminate based on ability in admission and the educational program. GVOS's dedicated staff of teachers, paraeducators and administrators together with GVOS special education department director, psychologists, speech language pathologists, contractors (board certified behavior analysts, adaptive PE teacher, and occupational therapists, etc.) work closely together with our school leadership team and teachers to ensure that the needs of each student, especially those with Individualized Education Programs, are met. The GVOS special education staff and service providers meet regularly for program development and to share best practices for supporting special education students. Differentiation is an essential component to all instruction at GVOS. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Identification and Assessment

GVOS will use a variety of methods, including parent and teacher referrals, as well as sources of data, to identify students who need additional support. This includes regular benchmark assessments, standardized tests, state and national assessments (including the CAASPP) and other methods. Charter School leadership will use the classroom assessment data to refer and monitor at-risk students via a Student Success Team model for intensive interventions in math, reading and writing.

We have developed intervention programs to support students who are having difficulty learning or are starting further behind. Student Success Teams, composed of parents, teachers, and other school personnel or interested persons, are responsible for identifying the student's needs and developing a plan to enable that student to be successful. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and support the parent, teacher, and student. An SST is a general education function. Many students can benefit from an SST, including but not limited to those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues.

Any adult who has a concern for a student may initiate consideration for the SST process. Those connected with the student may be included in the SST to provide information about the student, including strengths, concerns, and strategies that have been used in the past. Team members may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved. Prior to the SST meeting parents are given written information regarding why the SST meeting is being convened and an invitation to take part in the SST meeting. This invitation includes the date, time and place the SST meeting will be held. Questionnaires are also given to the parent prior to the meeting to help them prepare to participate in the meeting.

After implementation of an SST plan and follow up, the SST will further review/revise the plan to address concerns that have not been adequately addressed and/or effectively resolved. In addition, a referral for special education assessment might be deemed appropriate through the SST process.

All grade-level teachers will meet with at-risk students and their parents, when necessary, throughout the year. The result of such meetings may be a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents, and teachers. Students who are low achieving will receive small group or individual intervention to help them reach grade level.

Student response to general education interventions is tracked and interventions are modified as necessary to support individual students' progress. Students who do not make the expected gains despite carefully designed individualized interventions will be referred to the Special Education team for further evaluation. Each referred student will be assessed in all areas of suspected disability to determine if the student has a disability and qualifies for special education. An IEP will be developed for students who qualify for special education. We involve parents throughout this process to ensure they are informed about their student's progress and how they can best support his or her development.

Intervention

GVOS's plan for low academic achievers is modeled after the Response to Intervention (RTI) framework. Our goal is to meet the academic needs of all our students through the use of a three-tiered system of support.

- Tier One (Prevention) includes high-quality classroom instruction delivered by highly qualified teachers and regular assessments of all students to monitor their progress toward reaching grade-level benchmarks.
- Tier Two (Selected Structured Intervention) includes targeted group intervention in class or outside of the classroom for students who are not meeting grade level benchmarks. During Tier Two, students may be referred to the Student Success Team (SST).
- Tier Three (Intensive Intervention) includes more intensive and possibly individualized intervention for students who continue to be at risk. At this level, a student may be referred for Special Education eligibility assessment according to the Individuals with Disabilities in Education Improvement Act (IDEA).

GVOS targets the needs of academically low achievers by:

- Leveled reading groups
- Differentiated math, writing, reading, and spelling approaches to meet different student learning levels in the classroom (such as the teacher challenging students with different levels of math problems during classroom activities)
- Movement/sensory integration activities incorporated into regular classroom learning in the early grades, to support the motor/sensory development that research shows is the foundation for academic learning
- Evidence-based instructional practices (e.g., direct instruction)
- Evidence-based intervention programs as determined by student need

GVOS expects to achieve significant success in helping students who struggle with reading by having resource paraprofessionals who are trained in implementing programs such as Lindamood Bell™ and Read Naturally processes with individual students and in small group settings.

Family Involvement

Families are an essential component of supporting student success. Teachers will regularly notify parents about the academic standing of their student(s). Progress reports, benchmark exam scores, teacher notes or phone calls and comments on homework assignments are several examples of how parents may be notified of their child's progress. As each student's progress is tracked in one or more of these methods, a request for a Student Success Team may be offered when expected progress is not demonstrated within the appropriate time period.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

All courses will maintain a standard of rigor that challenges our most academically advanced students, who are identified through the same methods as academically low-achieving students. Teachers will develop individualized strategies to engage and challenge these students so that they can continue to accelerate their learning.

GVOS ensures that every teacher will be ready to set classroom routines and rely on formative assessments to ensure that all students have the opportunity to continue learning after they complete the day's objective during class.

Because all students are challenged to reach their intellectual potential within the instructional program, GVOS will not offer a formal, separate program for academically high-achieving students. However, as described, GVOS will equip teachers with the necessary tools to enable high-achieving students to continue advancing.

The curriculum inspired by Waldorf education is by nature, multidisciplinary, involving academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students' respect for each other as important members of their classroom learning community. Students who are high achieving are identified by their teacher through the use of assessments, work samples and teacher observation. Parents of high achieving students are contacted and invited to work with the teacher to support the student. In addition to using an approach to learning that is inspired by Waldorf education, GVOS's plan for students who are academically high achieving includes:

- Leveled reading groups engaging beginning to advanced levels of readers.
- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in the classroom.
- Leveled math programs using adopted textbooks in eighth grade. Students are placed in math levels based on teacher recommendation, evaluation, and assessment data (state, local, and publisher assessment data).

- The availability of supplemental materials to teachers, such as advanced mathematics materials inspired by Waldorf education. Teachers have the option to provide extra challenges to students as needed.
- Teachers provide academic and artistic leadership opportunities for students, such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.
- Student governance/leadership opportunities through service on a Student Council.

PLAN FOR ENGLISH LEARNERS

GVOS shall comply with all applicable legal requirements for English Learners, including long-term English Learners (“LTELs”) or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. GVOS will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. GVOS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School recognizes the importance of valuing students’ native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School’s core curriculum, enrichment programs, life-skills curriculum, and culturally responsive pedagogy.

Students at GVOS with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School’s services and teaching methods that support English language development in each of the four domains: listening, reading, writing, and speaking. GVOS will have the necessary supports to ensure that regardless of English proficiency, all EL students are included in curricular and extracurricular activities. The Charter School will also make certain that EL students are not assigned to special education because of their lack of English proficiency.

GVOS will directly provide support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Students will receive designated and integrated ELD instruction across all content areas.

Identification of English Learners

As part of the enrollment process, the Charter School will administer a home language survey upon a student’s enrollment into the Charter School (on enrollment forms). For students who are not

new to the state public school system, we will determine their EL classification based on prior records. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the California ELD Standards.

At the beginning of the school year, all students new to the California public school system upon enrollment who indicate a home language other than English will be ELPAC-tested by a trained evaluator within thirty (30) calendar days of initial enrollment or within sixty (60) calendar days before the date of first enrollment, but not before July 1 of that school year and at least annually thereafter between February 1 and May 31 until re-designated as fluent English proficient. On the initial assessment, if the student scores below the established cut-off point on the ELPAC, the student will be classified as an EL student. If the student scores above the established cut-off points on the ELPAC, the student is determined not to be an EL student and will be classified as Initial Fluent English Proficient.

All EL students must take the annual summative ELPAC every year until they are Reclassified Fluent English Proficient (RFEP). California requires schools monitor the academic progress of RFEP students for four years after they are reclassified.

GVOS will notify all parents/guardians of the Charter School's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC testing results within 30 calendar days following receipt of test results. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act ("ESSA") for annual English proficiency testing. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. All parents or guardians of students classified as EL will be notified in writing of all EL assessment and placement procedures for their child. The Charter School will translate materials as needed to ensure that parents/guardians of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

[Instructional Programming for English Learner Instruction](#)

In accordance with research on language acquisition and State goals, all students who are English Learners will be supported to become proficient in the English language as quickly as possible at GVOS. Teachers will implement ELD standards, including both integrated and designated ELD instruction. GVOS will use a range of methodologies aimed to support both newcomer ELs and long-term ELs.

[Designated ELD](#)

GVOS's focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. Teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. Students are taught language objectives aligned with academic

language functions, as well as academic vocabulary and allotted time to practice reading comprehension and writing skills. Here are the principles that guide our designated ELD instruction:

- *Academic language functions*: Most of our English Learners are not new to the country and are highly proficient in social varieties of English. Our focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. Teachers provide instruction on the most critical academic language functions that students will need to access grade-level content.
- *Structured Conversations*: Oral language practice is the primary focus of designated ELD. Classes are structured so that teachers provide mini lessons and then students have the majority of class time to practice speaking in Academic English in complete sentences. Structured student talk routines are encouraged to ensure the oral language practice is targeted. At the conclusion of every class, students have the opportunity to show mastery of the day's language objective in writing and to reflect on how the designated ELD content relates to their other classes. This reflection is critical in building student metalinguistic awareness and to support them in building interdisciplinary connections.

Integrated ELD

Teachers strategically support student development in Academic English, while teaching grade-level content through English. As teachers internalize their curricula and write exemplars for their daily objective, they are supported in identifying the language demands of the lesson (vocabulary, recurring linguistic constructions) and designing appropriate scaffolds and structured student talk routines based on their students and their daily language content. Examples of integrated ELD instructional strategies that may be employed with EL students include:

- *Exposure to Various Learning Modalities*: Exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.
- *Cooperative Learning*: Student participation in small group learning activities that promote positive interactions. Through shared learning activities, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful.
- *Academic Language Scaffolding*: The step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language.
- *Maximizing Comprehensible Input and Output*: In order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities

for receiving comprehensible input and producing comprehensible output. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output by 1) using backwards design to address cognitive and linguistic demands, 2) creating opportunities for students to learn content and functional language through instruction, 3) incorporating frequent structured student talk, 4) interactive reading and note taking, 5) academic writing support, and 6) using assessments to refine instruction.

- *Structured Student Talk Routines:* To develop communicative competence, English Learners need daily supported opportunities to use their second language for diverse purposes. Learning English well requires lots and lots of practice. A key part of student language development relies on structured opportunities for meaningful academic discourse. Structured student talk routines provide scaffolded opportunities for students to practice English language production. When students are given appropriate direction and support, they actively listen and speak to one another, preventing the one-way communication that occurs when the whole class listens to individual volunteers offer their ideas or respond to teacher questions.

In addition, GVOS recognizes that differentiated support may be necessary for both newcomer ELs and long-term ELs. Examples of practices used to serve new EL students include the following:

- Use technology to its fullest potential (i.e. language learning, translation, visual scaffolds for content concepts, student motivation, tracking of student progress)
- Promote development of students' native language skills and incorporate native language instruction into the curriculum where possible

Examples of practices used to serve long-term EL students include the following:

- Specialized English Language Development instruction designed for LTELs (separate from other English Learners), emphasizing writing, academic vocabulary, active engagement, and oral language
- Placement in heterogeneous and rigorous grade level content classes mixed with English proficient students and taught with differentiated instructional strategies
- Explicit academic language and literacy development across the curriculum
- Systems for monitoring progress and triggering support and a master schedule designed for flexibility and movement as students make progress
- School-wide focus on study skills, metacognition, and learning strategies
- Data meetings and testing accommodations
- Affirming school climate and relevant texts

At GVOS, all teachers will receive professional development on communicating with students designated as EL, techniques for detecting whether a student has English language gaps, and providing supports for English Learners as outlined above.

Monitoring and Re-Designation of EL Students

The proficiency in the English language of EL students will be monitored by teachers and qualified evaluators and measured at least annually using the ELPAC and other measures. These assessments benchmark their progress towards proficiency and determine whether continued programming and language support are warranted. Upon a student's reaching proficiency in the English language, programming and language support will no longer be required. However, the student will be monitored to ensure they are making academic progress in alignment with their peers. If students fail to meet parity, then they may be provided additional academic services and interventions. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria: Assessment of language proficiency using an objective assessment instrument including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the Summative ELPAC
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

The progress of students who have been re-designated will be monitored for four years. GVOS will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in these academic areas, content is spiraled and retaught. In addition, GVOS will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Special Education and English Learners

GVOS will apply the same high standard of learning to all students, regardless of disability or language barriers. English Learners who are suspected of having a learning disability will be

assessed according to the Child Find/identification requirements described in the Special Education section below. Just as all students who are classified as EL students are as fully integrated as possible into the programs of GVOS, so are students with disabilities. EL students with IEPs will be given the necessary materials, mandated services, and equipment to support their learning. The Charter School’s extended day and year model allows for significant time for staff to work in a variety of settings with English Learners who are also special education students, in order to bring them to English proficiency as quickly as possible, while meeting all the needs outlined in their IEP. For EL students with moderate/severe disabilities, we administer the Alternate ELPAC as their annual assessment. In addition, we have modified criteria for reclassification which take their IEP goals and alternate assessment performance into consideration.

Monitoring and Evaluation of Program Effectiveness

GVOS evaluates the effectiveness of its education program for ELs by:

- Adhering to adopted academic benchmarks by language proficiency level and years in program to determine annual progress
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring student identification and placement
- Monitoring availability of adequate resources

English Learner Advisory Committee

If GVOS has 21 or more English Learner students, the Charter School will form an ELAC, which will be responsible for advising the administrators and staff on programs and services for English Learners on the development of the Local Control and Accountability Plan (“LCAP”). The ELAC will be comprised of parents of English Learners — at a rate that is at least the same as the percentage of English Learner students based on the total student population — and other parents/guardians, the Charter School staff and/or community members.

PLAN FOR SPECIAL EDUCATION

GVOS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and pledges to work in cooperation with the San Juan Unified School District (SJUSD) SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. GVOS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, GVOS will comply with AB 602, SJUSD guidelines, and all California laws pertaining to special education students.

GVOS shall initially remain, by default, a public school of SJUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, GVOS reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

Per Federal Law, all students with disabilities will be fully integrated into the programs of GVOS with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending GVOS is properly identified, assessed and provided with necessary services and supports.

GVOS will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with the SJUSD SELPA to provide appropriate placement and services.

GVOS will convene and actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment by GVOS or a review of the IEP by the IEP team at any time during the year via written notice to GVOS. GVOS students who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, GVOS will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

[Search and Serve](#)

Upon the commencement of GVOS's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, GVOS will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan.

Principal and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and a GVCS faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. GVOS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at GVOS with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate service. Prior to such a meeting and pending agreement on a new IEP, GVOS shall work to implement the existing IEP at GVOS or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. GVOS's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by GVOS within 15 days. Parents will be informed via the Special Education Case Manager that special education and related services are provided at no cost to them.

If GVOS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parents will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed, and an Individualized Education Program (IEP) meeting will be held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The Special Education Case Manager will be responsible for gathering all pertinent information and sharing such information with the SJUSD SELPA (where applicable according to SELPA policies).

The information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

GVOS will follow the following assessment guidelines. If a conflict with SJUSD SELPA policies and procedures exists, then SJUSD policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed, and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. GVOS will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test

results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. GVOS, in collaboration with the SJUSD SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. GVOS will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The student, if appropriate
- The principal
- At least one Special Education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

GVOS views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parents in accordance with state laws and the SJUSD SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by GVOS in cooperation with the SJUSD SELPA in which GVOS is a member. Upon the parent or guardian's written consent, the IEP will be implemented by GVOS. The IEP will include all required components and be written on SJUSD SELPA forms. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance

- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When GVOS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, GVOS will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although SJUSD will hold ultimate responsibility for providing Special Education services (so long as GVOS operates as a school of the authorizer for purposes of special education), GVOS is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. It is the goal of GVOS to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the principal of GVOS, will be the primary GVOS representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at GVOS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 3, pending budgetary availability, GVOS plans to employ a Special Education Manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, GVOS may also seeks related services from the Authorizer for special education students enrolled in GVOS in the same manner as is provided to students in other district schools (so long as GVOS operates as a public school of the SJUSD for

purposes of special education). GVOS also reserves the right to contract with service providers outside of the SJUSD when appropriate.

Reporting

GVOS, in collaboration with SJUSD, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types, and the number of students exempted from District assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The reason of exit from GVOS for students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the GVOS Principal. The principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The principal will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at GVOS must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parents and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. GVOS will utilize the Notice of Procedural Safeguards used by the SJUSD SELPA.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, SJUSD and GVOS shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the SJUSD SELPA determines that legal representation is needed, GVOS agrees that it shall be jointly represented by legal counsel of the SJUSD's choosing.

So long as the GVOS operates as a school of the authorizer for special education purposes, SJUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in 2In the event that GVOS opts to operate as an LEA in a SELPA other than SDUSD, GVOS reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

GVOS if the authorizer determines such action is legally necessary or advisable. GVOS agrees to cooperate fully with the Authorizer in such a proceeding.

So long as GVOS operates as a school of the District for purposes of special education, GVOS understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. The Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Complaint Procedures

Parents or guardians also have the right to file a complaint with SJUSD and/or California Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

GVOS will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their nondisabled peers, will mainstream all of GVOS students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for GVOS Staff

The Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SJUSD SELPA.

So long as GVOS operates as a school of the Authorizer for special education purposes, Authorizer agrees to allow GVOS staff access to all Special Education related professional development opportunities that are available to other employees of the SJUSD SELPA.

GVOS also intends to seek professional development opportunities for its staff through potential training facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

GVOS shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA.

GVOS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of GVOS. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the principal or her designee and shall include the parent or guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of the student's 504 Plan. The principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

GVCS Special Education Department organization chart can be accessed in Appendix B.

ELEMENT 2: Measurable Pupil Outcomes

Governing Law: “The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.”

– California Education Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”

– California Education Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below. The LCAP for GVOS can be accessed in Appendix C.

The LCAP subgroup goals below represent the three-year cycle (2024-25 through 2026-27), with GVOS making progress in key state indicators as demonstrated on the California Dashboard.

| GVOS LCAP Subgroup Goals: Year-Over-Year Goals (2024-25 through 2026-27) | | | | | |
|--|------------------------------------|--|-----------------------------------|---------------------|---------------------|
| Student Group | Chronic Absence | Suspension | Expulsion | ELA | Math |
| Hispanic | Baseline: 26% Goal: 10% or less | Baseline: 6.0% Goal: At or below 3.0% | Baseline: 0% Goal: Maintain 0% | Baseline: -31.4 DFS | Baseline: -70.1 DFS |

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|---------------------------------|--|--|---|--|--|
| | | | | <u>Goal:</u> At or above -25 DFS | <u>Goal:</u> At or above -63 DFS |
| Socioeconomically Disadvantaged | <u>Baseline:</u> 47.2% <u>Goal:</u> 10% or less | <u>Baseline:</u> 15% <u>Goal:</u> At or below 3.0% | <u>Baseline:</u> 0% <u>Goal:</u> Maintain 0% | <u>Baseline:</u> -12.4 DFS <u>Goal:</u> At or above -10 DFS | <u>Baseline:</u> -65.9 <u>Goal:</u> At or above -58 DFS |
| Students with Disabilities | <u>Baseline:</u> 48.3% <u>Goal:</u> 10% or less | <u>Baseline:</u> 6.7% <u>Goal:</u> At or below 4.0% | <u>Baseline:</u> 0% <u>Goal:</u> Maintain 0% | <u>Baseline:</u> -115.4 DFS <u>Goal:</u> At or above -100 DFS | <u>Baseline:</u> -113.8 DFS <u>Goal:</u> At or above -100 DFS |
| White | <u>Baseline:</u> 32.7% <u>Goal:</u> 10% or less | <u>Baseline:</u> 2.3% <u>Goal:</u> At or below 1.5% | <u>Baseline:</u> 0% <u>Goal:</u> Maintain 0% | <u>Baseline:</u> -4.6 DFS <u>Goal:</u> At or above -3 DFS | <u>Baseline:</u> -44.1 DFS <u>Goal:</u> At or above -40 DFS |
| Two or More Races | <u>Baseline:</u> 15% <u>Goal:</u> 10% or less | <u>Baseline:</u> 0.0% <u>Goal:</u> At or below 0% | <u>Baseline:</u> 0% <u>Goal:</u> Maintain 0% | <u>Baseline:</u> -9.2 DFS <u>Goal:</u> At or above -7 DFS | <u>Baseline:</u> -58.9 DFS <u>Goal:</u> At or above -52 DFS |

School Outcome Goals

GVOS’s overarching school outcome goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, family engagement, and community impact. GVOS also aims to cultivate non-academic skills in its students, as described below.

Fiscally Sound Business and Management Structure

GVOS’s business management structure is paramount to the success of the Charter School. At GVOS, we are committed to ensuring we deliver the best academic program and maintain the fiscal health of each of our schools. GVOS’s expert staff, overseen by the Finance Committee of the Board of Directors, provides professional financial management for GVOS. Golden Valley Charter School’s finance, accounting, human resources, operations, and technology staff provide regular training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

Family Engagement

Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical partners in a student’s helping their children succeed. The partnership between parents, students and teachers forms the necessary foundation for GVOS and for all students to succeed. GVOS regularly provides families with opportunities for meaningful

involvement and feedback. We work to ensure families understand how to engage in these opportunities and that their voice and partnership are critically important. Examples include responding to surveys, participating in and leading the GVOS Parent Circle, engaging with school leadership through Coffee with the Principal, participating in the Community Advisory Committee, engaging in parent-teacher conferences, and both planning and participating in social and cultural events at the school. There are also regular opportunities for parents and community members to celebrate the identities, stories, and accomplishments of GVOS students, including student performances, cultural celebrations, and community events such as the May Day Festival. Please see Element 4 for additional details on engaging families and the broader community at GVOS.

Sample Family Engagement Opportunities at GVOS

| Mechanism for Engagement | Description | Frequency |
|--|--|------------------|
| Parent Circle | One way we encourage families to be involved is through our Parent Circle. This is led by and works with staff members to support our school community, including our students, families, and staff. | 10 times/year |
| Community Advisory Committee | CAC is an opportunity for parents to discuss support for students with disabilities. | 3+ time/year |
| Circles of Support Committee | Circles of Support is an opportunity for parents to discuss support for unduplicated pupils. | 2-3 times/ year |
| Festival Committee | Festival Committee is an opportunity for parents to plan. | 10-12 times/year |
| Diversity, Equity, and Inclusion Committee | The Diversity, Equity and Inclusion Committee comprises faculty, staff and families working collaboratively to advocate, educate and support inclusiveness in our community | 10 times/year |
| Parent Enrichment Opportunities | Families have opportunities to engage with the school community and learn about topics related to public Waldorf education. | 3 times/year |
| Meetings with School Leadership <ul style="list-style-type: none"> Coffee with the Principal | Families have the opportunity to speak directly to the School Leader over coffee in the morning. | 3-4 times/year |
| Social & Cultural Events <ul style="list-style-type: none"> Class Parent Meetings 8th Grade Promotion Fly Away Ceremony 8th Grade Project Presentations | Events such as these allow our students to share parts of who they are and what they are passionate about. These events build a strong culture of community within GVOS. | Varies |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Winter Gathering • Lantern Walk • Journey Around the World Festival • May Day Festival • Grandparent’s Day • Class Plays • Ruby Bridges Walk to School Day • Eagle Chase • Rose Ceremony • Goldenstock | | |
|---|--|--|

Community Impact

In addition, GVOS aims to be a strong institution and resource in its community, uniting parents, community members, and educators across diverse backgrounds. The ultimate goal of GVOS is to have a catalytic impact on the way education is implemented.

Golden Valley Orchard Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

As indicated in Element 1, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of GVOS’s annual goals, actions, measurable student outcomes, and methods of measurement, both school-wide and for numerically significant subgroups in and aligned with the state priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Attached, as Appendix C, is the most recent LCAP, which is also on file with the District. The Charter School shall update and develop the LCAP annually in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. GVOS shall submit its LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607.

ELEMENT 3: Method of Measuring Pupil Outcomes

Governing Law: “The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.”

– California Education Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”

– California Education Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below. The LCAP for GVOS can be accessed in Appendix C.

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|---------------------------------|--|--|---|--|--|
| | | | | <u>Goal:</u> At or above -25 DFS | <u>Goal:</u> At or above -63 DFS |
| Socioeconomically Disadvantaged | <u>Baseline:</u> 47.2% <u>Goal:</u> 10% or less | <u>Baseline:</u> 15% <u>Goal:</u> At or below 3.0% | <u>Baseline:</u> 0% <u>Goal:</u> Maintain 0% | <u>Baseline:</u> -12.4 DFS <u>Goal:</u> At or above -10 DFS | <u>Baseline:</u> -65.9 <u>Goal:</u> At or above -58 DFS |
| Students with Disabilities | <u>Baseline:</u> 48.3% <u>Goal:</u> 10% or less | <u>Baseline:</u> 6.7% <u>Goal:</u> At or below 4.0% | <u>Baseline:</u> 0% <u>Goal:</u> Maintain 0% | <u>Baseline:</u> -115.4 DFS <u>Goal:</u> At or above -100 DFS | <u>Baseline:</u> -113.8 DFS <u>Goal:</u> At or above -100 DFS |
| White | <u>Baseline:</u> 32.7% <u>Goal:</u> 10% or less | <u>Baseline:</u> 2.3% <u>Goal:</u> At or below 1.5% | <u>Baseline:</u> 0% <u>Goal:</u> Maintain 0% | <u>Baseline:</u> -4.6 DFS <u>Goal:</u> At or above -3 DFS | <u>Baseline:</u> -44.1 DFS <u>Goal:</u> At or above -40 DFS |
| Two or More Races | <u>Baseline:</u> 15% <u>Goal:</u> 10% or less | <u>Baseline:</u> 0.0% <u>Goal:</u> At or below 0% | <u>Baseline:</u> 0% <u>Goal:</u> Maintain 0% | <u>Baseline:</u> -9.2 DFS <u>Goal:</u> At or above -7 DFS | <u>Baseline:</u> -58.9 DFS <u>Goal:</u> At or above -52 DFS |

School Outcome Goals

GVOS’s overarching school outcome goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, family engagement, and community impact. GVOS also aims to cultivate non-academic skills in its students, as described below.

Fiscally Sound Business and Management Structure

GVOS’s business management structure is paramount to the success of the Charter School. At GVOS, we are committed to ensuring we deliver the best academic program and maintain the fiscal health of each of our schools. GVOS’s expert staff, overseen by the Finance Committee of the Board of Directors, provides professional financial management for GVOS. Golden Valley Charter School’s finance, accounting, human resources, operations, and technology staff provide regular training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

Family Engagement

Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical partners in a student’s helping their children succeed. The partnership between parents, students and teachers forms the necessary foundation for GVOS and for all students to succeed. GVOS regularly provides families with opportunities for meaningful

involvement and feedback. We work to ensure families understand how to engage in these opportunities and that their voice and partnership are critically important. Examples include responding to surveys, participating in and leading the GVOS Parent Circle, engaging with school leadership through Coffee with the Principal, participating in the Community Advisory Committee, engaging in parent-teacher conferences, and both planning and participating in social and cultural events at the school. There are also regular opportunities for parents and community members to celebrate the identities, stories, and accomplishments of GVOS students, including student performances, cultural celebrations, and community events such as the May Day Festival. Please see Element 4 for additional details on engaging families and the broader community at GVOS.

Sample Family Engagement Opportunities at GVOS

| Mechanism for Engagement | Description | Frequency |
|--|--|------------------|
| Parent Circle | One way we encourage families to be involved is through our Parent Circle. This is led by and works with staff members to support our school community, including our students, families, and staff. | 10 times/year |
| Community Advisory Committee | CAC is an opportunity for parents to discuss support for students with disabilities. | 3+ time/year |
| Circles of Support Committee | Circles of Support is an opportunity for parents to discuss support for unduplicated pupils. | 2-3 times/ year |
| Festival Committee | Festival Committee is an opportunity for parents to plan. | 10-12 times/year |
| Diversity, Equity, and Inclusion Committee | The Diversity, Equity and Inclusion Committee comprises faculty, staff and families working collaboratively to advocate, educate and support inclusiveness in our community | 10 times/year |
| Parent Enrichment Opportunities | Families have opportunities to engage with the school community and learn about topics related to public Waldorf education. | 3 times/year |
| Meetings with School Leadership <ul style="list-style-type: none"> • Coffee with the Principal | Families have the opportunity to speak directly to the School Leader over coffee in the morning. | 3-4 times/year |
| Social & Cultural Events <ul style="list-style-type: none"> • Class Parent Meetings • 8th Grade Promotion • Fly Away Ceremony • 8th Grade Project Presentations | Events such as these allow our students to share parts of who they are and what they are passionate about. These events build a strong culture of community within GVOS. | Varies |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Winter Gathering • Lantern Walk • Journey Around the World Festival • May Day Festival • Grandparent’s Day • Class Plays • Ruby Bridges Walk to School Day • Eagle Chase • Rose Ceremony • Goldenstock | | |
|---|--|--|

Community Impact

In addition, GVOS aims to be a strong institution and resource in its community, uniting parents, community members, and educators across diverse backgrounds. The ultimate goal of GVOS is to have a catalytic impact on the way education is implemented.

Golden Valley Orchard Goals, Actions & Measurable Outcomes Aligned with The Eight State Priorities

As indicated in Element 1, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of GVOS’s annual goals, actions, measurable student outcomes, and methods of measurement, both school-wide and for numerically significant subgroups in and aligned with the state priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Attached, as Appendix C, is the most recent LCAP, which is also on file with the District. The Charter School shall update and develop the LCAP annually in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. GVOS shall submit its LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607.

ELEMENT 4: Governance Structure

Governing Law: “The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”

– California Education Code § 47605(b)(5)(D)

Non-Profit Public Benefit Corporation

Golden Valley Charter Schools for Educational Renewal (GVCS CMO) is a California non-profit public benefit corporation pursuant to California law and has received 501(c)(3) tax exempt status. GVCS CMO shall be governed pursuant to the bylaws adopted by the incorporators, and as subsequently amended pursuant to the amendment process specified in the bylaws, which shall be consistent with the terms of this Charter, the Charter Schools Act, and all other applicable laws.

As an independent charter school, GVOS, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

GVOS shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating GVOS amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to SJUSD within 30 days of adoption. Included in Attachment III, please find the Articles of Incorporation and bylaws of GVCS CMO.

The Charter School Principal will direct the Charter School's day-to-day operations. Parent involvement will support the Charter School at many levels, including classroom activities, festivals, and fundraising. Parent education programs will support parents with information on approaches to education inspired by Waldorf, the connection between school and home life, and effective parenting.

GVOS recognizes that any material revision to the charter also requires approval of the District's governing board.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Non-Profit Board of Trustees

GVOS will be governed by The Board of Trustees of the operator, GVCS CMO. This Board consists of up to eight (8) parent members (or seven parents and one community member), and up to five (5) staff members. The number of Trustees shall be no less than seven (7) and no more than thirteen (13) unless changed by amendments to the bylaws. The Board of Trustees shall maintain at least 51% of the board membership as disinterested members. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Trustees of the nonprofit public benefit corporation. The method of board member election, terms, and replacement are all addressed in detail in the Board-adopted bylaws (Appendix D). These bylaws include, but are not limited to the following:

1. The means by which Board Members are to be nominated, selected, and removed from office;
2. The duration of each Board Member's term of office;
3. The method by which Board meetings will be held;
4. The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
5. The procedure by which bylaws will be amended.

Current Board Members

The current GVCS Board of Trustees is composed of qualified volunteer parents or caregivers and community members. There is also a non-voting Faculty Delegate from each school. The following individuals make up the voting members of the GVCS Board of Trustees.

Adam Errington

Adam is a parent of several children at the Orchard School. This is his third year on the board and he works as a supervisor for Home Depot. Adam is also a member of the board finance committee.

Katie Gerski-Keller

Katie is the board chair and a parent at the River School. She holds a California teaching credential and a special education credential. She currently works as a special education professional in Placer County.

Ekaterina Khmelniker

Ekaterina works professionally as a marketing specialist at the CA Lottery. She has 2 children at Golden Valley River School. Ekaterina is serving her 4th year on the Board of Trustees.

Meredith Willsen

Meredith is a former Waldorf student and is the Vice Chair of the Board. She is a parent of two children at the River School and works as an attorney in the field of health care.

Stephen Quadro

Stephen works as the Information Systems Security Officer for a local company. He holds a CISSP and specializes in governance, risk, and compliance. He has 3 children at the Orchard School and has served 4 years on the finance committee.

Board Duties

The Board of Trustees meets regularly, at least once a month and in accordance with the Brown Act. The Board of Trustees is fully responsible for the operation and fiscal affairs of the Charter School, including but not limited to the following:

- Approval of the annual school budget, calendar, salary schedules, and major fundraising events and grant writing;
- Approval of a Memorandum of Understanding (MOU) or other contracts with the District;
- Approval of all contracts, contract renewals, and personnel actions (e.g. hiring, discipline, dismissal);
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to the Charter School's charter to be submitted as necessary in accordance with applicable law;
- Long-term strategic planning for the Charter School;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Approval of recommended major curriculum and program changes;
- Hiring and evaluation of the position of Executive Director of Golden Valley Charter Schools for Educational Renewal;
- Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in the Charter School independent fiscal audit;
- Participation as necessary in student expulsion matters;
- Participation as necessary in any legal action brought against or on behalf of GVOS; and
- Increasing public awareness of the Charter School.

The Board of Trustees will initiate and carry on programs or activities and will otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established.

The Board of Trustees has adopted a Conflicts Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter-school-specific conflicts-of interest statutes or regulations. The Conflicts Code has been approved by the County Board of Supervisors.

The Board of Trustees will execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Trustees will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum board governance, Conflicts of Interest, and the Brown Act.

All Board of Trustees meetings will follow the Brown Act and applicable public meeting laws.

Executive Director

The Executive Director of GVCS CMO will report directly to the Board of Trustees. S/he will supervise the school Principals and serve as the liaison between the Board of Trustees and the authorizing school district and other outside agencies. The Executive Director's duties shall include tasks assigned by the Board of Trustees. These tasks will include, but are not limited to, the following:

- Communicate and report to the Board of Trustees.
- Present a quarterly financial report to the Charter School Board.
- Present fiscal audit to the Board of Trustees and, after review by the Board of Trustees, present audit to the District Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education.
- Communicate with Charter School legal counsel and any outside consultants.
- Attend all Board of Trustees' meetings and attend as necessary District Board of Education meetings as the charter representative
- Facilitate regular school functions, including graduations, festivals, and assemblies.
- Develop the Charter School annual Local Control Accountability Plan (LCAP).

The above duties may be delegated or contracted as approved by the Board of Trustees to the Chief Business Officer of the Corporation or other employees, or to a third-party provider.

Charter School Principal

The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports to the Executive Director of Golden Valley Charter Schools for Educational Renewal, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal will be responsible for administering the Charter School in all aspects of its day-to-day operations, working with the Board of Trustees, the District, students, parents, community members, and the other governing bodies specified by local and state law. The Principal's duties shall include tasks assigned by the Board of Trustees. These tasks will include, but are not limited to, the following:

- Ensure the Charter School enacts its mission.
- Supervise and evaluate teachers and staff.
- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Propose policies for adoption by the Board of Trustees.
- Stay abreast of school laws and regulations.
- Establish and execute enrollment procedures.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Oversee the administration of standardized testing.
- Establish procedures designed to carry out Board policies.
- Oversee school finances to ensure financial stability.
- Participate in and develop professional development workshops as needed.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Communicate with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Trustees.
- Facilitate regular school functions, including graduations, festivals, and assemblies.
- Complete and submit required documents as requested or required by the charter and/or Board of Trustees and/or the Executive Director.
- Identify the staffing needs of the Charter School and offer staff development as needed.

- Maintain up-to-date financial records.
- Provide timely performance evaluations of all Charter School employees.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Facilitate communication among all the groups within the Charter School and between the Charter School and the community at large.
- Hire qualified substitute teachers as needed.
- Ensure the security of the school building.
- Promote and publish the Charter School Program in the community, promote positive public relations, and interact effectively with media as needed.
- Encourage and support teachers in ongoing professional development.
- Provide all necessary financial reports as required for proper ADA reporting.
- Contribute to the development of the Charter School’s annual Local Control Accountability Plan (LCAP).
- Manage student discipline; as necessary participate in the suspension and expulsion process.
- Participate in special education meetings as necessary.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.

GVCS CMO will provide business, operations, and facilities management services to GVOS. This Manager will demonstrate an understanding of finance and budgeting, have a high level of organizational skill, be detail oriented, have experience working in a business management capacity, and/or possess a business degree. Experience with school finance is desired, as is support of the curriculum and philosophy of the Charter School.

Faculty Council

All full-time faculty members will participate in the GVOS Faculty Council governed by their own internal adopted bylaws. The Faculty Council will meet on a weekly basis to discuss the life of the Charter School and community. In addition to their primary role as classroom teachers, the faculty ensures the quality of programs and maintains the highest possible standards in the conduct of the Charter School’s activities. The Faculty Council will act as an advisory group to the Board of Trustees concerning curriculum, policy, and program issues.

The Faculty Council will also:

- Monitor student progress toward meeting charter outcomes and state achievement targets.

- Implement the curriculum and participate in the life of the Charter School, including festivals and celebrations.
- Implement appropriate teaching strategies, student interventions, and assessment tools to ensure that GVOS students achieve their full potential.
- Participate in school committees, IEP activities, and Student Success Teams.
- Participate in professional development activities.
- Select representatives to serve on the Board of Trustees and on other school subcommittees, such as the Hiring Committee, Strategic Planning, Budget Committee, and Festival Committee.
- Select Faculty Chair(s) to assist in the administration of the educational program.

Administrative Committees of GVCS CMO (Consisting of Faculty, the Administration, and/or Parent or Board Member Volunteers)

Finance

The Finance Committee, led by a member of the Board of Trustees, shall be responsible for the preparation and ongoing management of the Charter School’s annual operating budget and related fiscal matters. The Finance Committee typically consists of the Business Manager, community members who have a finance background, and a Board of Trustees member. The Finance Committee shall serve as an advisory group to the Board on fiscal matters.

Hiring

The Hiring Committee, led by the Executive Director, shall be activated as needed. Its job shall be to screen resumes, schedule and conduct interviews, and make hiring recommendations to the Faculty and Board. The Hiring Committee for full-time teachers typically shall consist of the Executive Director, Principal, three faculty members, and the human resources specialist. The Hiring Committees for Subject Specialists and administrative staff may consist of the Principal assisted by a designated class teacher or staff member.

Other Committees

Other ad-hoc committees shall be established by the Executive Director as needed.

Parent and Community Involvement

GVOS shall thrive with the active support of its parent community. Parents/guardians are strongly encouraged to give 40 service hours per family per school year. We selected this level of commitment based on repeated parent surveys where parents overwhelmingly picked 40 hours as the ideal service commitment. We recognize that this level is lower than the requirement at many schools; however, we believe 40 service hours allows us to welcome busy, working families to GVOS while ensuring opportunities for parents to be significantly involved in their children's school. In requesting parents/guardians to volunteer, GVOS's intention is to focus on the joy of service.

Research has demonstrated that parent involvement improves student learning. Parent involvement at GVOS also shows students that their parents care about their school and creates a community atmosphere.

Parent Circle

Parent and community member involvement at GVOS shall begin with the Charter School's Parent Circle. The Parent Circle's mission is to uphold the central role of the parents in preserving the mission of the Charter School and the role of parent volunteers in contributing to all aspects of the Charter School community where needed.

The Parent Circle shall consist of parent/guardian and grandparent volunteers who will meet regularly (at least monthly) to support the life of the Charter School. The Parent Circle shall also consist of a Chair, Co-chair and Secretary, the chairs of each committee, and a faculty member. The Parent Circle shall be governed by its own set of adopted bylaws. The Parent Circle will:

- Create a forum for discussion of matters of interest and concern to the parents of the Charter School.
- Act as a communication channel between the parents and other individuals and groups, both within and outside the Charter School community.
- Facilitate cultural and social activities that contribute to the life of the Charter School.
- Coordinate and sponsor committees, clubs, and other activities that contribute to the life of the Charter School.

In addition, the Parent Circle shall provide general oversight of parent-led committees, and membership, as needed, on administrative committees, such as the following:

Parent Committees (Consisting of Parent Volunteers)

Festivals

The Festival Committee will create a festival life for the Charter School. Working closely with the faculty, it shall coordinate the Harvest Festival and the May Day Festival and Open House, creating meaningful celebrations for children and parents alike.

Class Parents

At GVOS, each class will have one or two Class Parents who are central to the parent support base for the classroom. Typically, Class Parents will assist with communication between teacher and parents, using e-mail and phone trees; help organize field trips and drivers; help schedule parent-teacher conferences; and coordinate parent volunteers for festivals, fundraising, class plays, and other class activities as needed.

Hospitality

The Hospitality Committee will ensure a welcoming environment at GVOS. It shall provide healthy meals and snacks for meetings and events throughout the year. The committee may also host overnight visitors to our school.

Gardening/Campus Beautification

The Gardening/Campus Beautification Committee will create and maintain the school garden (as approved by SJUSD facilities personnel using an SJUSD school site), with gardening opportunities available for teachers and students to utilize as part of the Charter School curriculum. Gardening creates beauty and a connection to the earth and the life-cycle of the plant world, as well as giving students the experience of growing and eating the food they produce.

Additional Parent Involvement

To encourage additional parent involvement, GVOS shall do the following:

- Maintain a list citing a wide variety of participation opportunities for parents.
- Offer parent education lectures. Possible volunteer activities can include, but are not limited to:
 - Service on a school committee.
 - Assisting in the classroom.
 - Playground supervision before and after school and during recess.
 - Assisting during festivals.
 - Assisting in a specialty class.
 - Hospitality (hosting a visiting teacher candidate or speaker).
 - Site maintenance.
 - Service as “Class Parent.”
 - Service as Parent Circle officer or committee chairperson.
 - Service on GVOS Board of Trustees.
 - Coordinating and chaperoning field trips.
 - Coordinating sets and costumes, and helping with rehearsals, for annual class plays.
 - Assisting with fundraisers.
 - Assisting in the Charter School office.

Organizational Chart

An organizational chart is included in Appendix F.

ELEMENT 5: Employee Qualifications

Governing Law: “The qualifications to be met by individuals to be employed by the school.”

– California Education Code § 47605(b)(5)(E)

Overview

GVCS CMO is committed to hiring staff members who support the Charter School's educational philosophy and vision. GVCS CMO faculty will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Faculty will also have or pursue training in curriculum inspired by Waldorf education and receive on-the-job mentoring by a Waldorf Curriculum Specialist.

In addition, staff should display a passion for lifelong learning, strive for excellence in their chosen field, and be flexible and innovative. The Board of Trustees shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Appropriate certifications as required for a specific position.
- Willingness to continue education through additional courses and training in Waldorf education, workshops, seminars and staff development.
- Willingness to commit time, energy, and effort in developing GVOS’s program.
- Belief in the basic philosophy of emphasizing a curriculum inspired by Waldorf education.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Awareness of the social, emotional, and academic needs of students.
- Ability to plan cooperatively with other staff.

GVCS CMO is an equal employment opportunity employer. GVCS CMO will not discriminate against any employee on the basis of actual or perceived disability, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. GVCS CMO will adhere to state laws regarding fingerprinting, drug testing, and the Charter School’s policies pertaining to the safety and health of all employees and students. All employees of GVCS CMO will be required to have a criminal record summary on file as described in Education Code section 44237. An employee will not be permitted to begin work until the Department of Justice (DOJ) has cleared that individual.

All employees must furnish or be able to provide:

- Medical clearance includes proof of medical exam and tuberculosis (TB) testing.

- Proof of fingerprinting and criminal record check from the Department of Justice.
- Full disclosure statement regarding prior criminal record, if any.
- Legal status to be employed by GVCS CMO.

Faculty

Qualifications

GVOS shall retain and employ faculty who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. GVOS adheres to the legal requirements of Education Code Sections 47605(l) and 47605.4(a) and shall ensure that GVOS teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

Certificated teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. The School Leader, together with the Human Resources team at GVCS, will monitor the credentials and ensure all teachers hold their required certification(s). GVCS may also employ or retain non-certificated instructional support staff at the Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the Charter School's rigorous academic environment.

GVCS will not discriminate or harass based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GVOS will be a school of choice, and no employee will be required to be employed. GVOS will comply with all state and federal laws concerning the maintenance and disclosure of employee records and applicable federal mandates and legal guidelines in the Education Code as well as all federal and state laws for background checks.

When interviewing teachers, GVCS CMO shall also consider the following: Waldorf training and teaching experience; understanding of the developmental model of the child; the ability/willingness to integrate art, music, movement/dance, and/or drama to help enliven academics for improved student learning; advanced degrees; Spanish/bilingual capabilities; public school teaching experience; and the ability to meet the needs of special education students mainstreamed into the classroom. We will examine the applicant's educational philosophy,

methods for classroom management, and her/his ability to communicate and work effectively with children, parents, and colleagues.

GVCS CMO will comply with applicable state and federal laws regarding background checks and clearance of all personnel. GVCS CMO will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

The most important qualifications for GVCS CMO teachers are:

- Familiarity with or willingness to be trained in GVCS CMO's Waldorf education, instructional methodology, and developmental model of the child, as well as procedural compliance.
- Demonstrable effectiveness in teaching.
- Commitment to students and their success in learning.
- Ability to accept parents as vital partners in the learning process.
- Willingness to accept responsibility and accountability for instruction and student success.
- Ability and willingness to work cooperatively with colleagues, the Principal, and staff.
- Commitment to the philosophy and mission of GVCS CMO.

Teachers hired without Waldorf training or background will participate in ongoing training in Waldorf education.

Teachers will be evaluated annually to measure their performance based on contractual expectations. The evaluation process spans the academic year, starting with evaluation criteria established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring. To improve student learning and teacher retention, teachers in their first year at GVCS CMO may be evaluated in both fall and spring. The fall evaluation is designed to identify areas where the Charter School can help new teachers succeed and thrive by providing them with additional support and mentoring.

A class teacher shall be hired as the primary teacher for each class. These teachers shall teach the core academic subjects of mathematics, language arts, science, and history/social studies/geography. They will be responsible for overseeing the students' academic progress and monitoring assessment. Additional desired qualifications and training will be determined by the GVCS CMO Board of Trustees with recommendation by GVOS Principal and faculty.

The class teachers for grades 1-8 may be supplemented by additional staff to lead specialty classes and activities on a limited basis. Every instructional minute of the day will be taught by a teacher with the appropriate credential. Classes may also be supplemented by utilizing a docent model with visiting experts who work with students under the direction and supervision of the credentialed teacher. Specialists/instructional support staff will demonstrate appropriate subject

matter expertise and the capacity to work successfully in the classroom environment. Our subject specialists may teach a variety of subjects, including, but not limited to, foreign languages, music, handwork, woodworking, games, gardening, and orchestra or strings.

GVCS CMO will provide the following information regarding teacher qualifications to parents: 1) notice at the start of each school year that parents are entitled to request specific information about the qualifications of their child's teacher, and 2) notification that a particular child has been assigned to or taught by a teacher who has not met the Highly Qualified standards for four or more consecutive weeks.

The Charter School may hire ESSA-qualified instructional aides to support the core curriculum staff in both regular and special education. The aides will only assign student work with the approval of a teacher.

Teacher Support & Professional Development

GVCS CMO recognizes that teachers provide the heart of our Charter School program, helping students achieve their potential academically, socially/emotionally, and in terms of physical ability (fine and gross motor skills). Teacher success is the basis for successful student learning. GVCS CMO intends to support our teachers through increasingly competitive compensation packages, generous preparation time, opportunities for peer connection and support, and a strong mentoring and professional development program. Specific areas of teacher support are listed below; these may be expanded or modified based on teacher and administrative feedback regarding their effectiveness.

GVCS CMO's Professional Development Program includes:

- On-site teacher mentoring by one or more Waldorf curriculum specialists.
- Meaningful pre-service and in-service training by specialists regarding such topics as Special Education, state standards, and teaching the Waldorf curriculum. Topics are selected in part based on teacher input.
- Professional Development based on Common Core State Standards.
- Participation in Teacher Induction programs approved by the California Commission on Teacher Credentialing, as appropriate.
- Weekly pedagogical meetings with opportunities for teachers to share successful teaching strategies, along with classroom successes and challenges.
- Attendance at the annual Waldorf Public Educators conference.
- Attendance at annual one-week summer courses teaching grade-specific Waldorf curriculum, such as "The Art of Teaching First Grade."
- Each teacher will develop a professional development plan, which will include a plan for earning a Waldorf Teaching Certificate.

GVCS CMO also provides:

- Minimum days every Thursday to provide teachers time to attend weekly faculty meetings during the school day, rather than in the late afternoon or evening.
- A generous schedule for teachers providing five to eight Teacher Preparation Periods per week.
- Periodic faculty and staff appreciation lunches hosted by GVCS CMO parents.
- A Waldorf Kindergarten Specialist who supports the credentialed kindergarten teacher, or both a credentialed teacher and an assistant in each of our kindergartens.
- Part-time instructional assistants who support our class teachers in first, second, and third grades during the academic core portion (four hours) of the school day
- Opportunities for teachers to have meaningful involvement in curriculum decisions and Charter School governance.

GVCS CMO's future plans to support teachers include:

- Continually improving and fine-tuning our mentoring and curriculum support inspired by Waldorf education so that teachers feel highly supported in their day-to-day work in the classrooms.
- Surveying teachers annually to identify areas where they feel the need for additional support.
- Annually monitoring compensation and benefits.

Administrative Staff

Executive Director

GVCS CMO will retain or employ an Executive Director who holds a master's degree and/or School Administrator's Credential and/or has experience administering a school or related management/administration experience. The Executive Director will be evaluated by the Board of Trustees annually. The evaluation process spans the academic year starting with goals and objectives established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring.

Business Manager

GVCS CMO will contract with an outside charter business service provider who can give independent budget advice to the Board. The charter business service provider will serve as a business manager of the non-profit and will submit regular budgets and projections to the Executive Director.

School Principal

GVCS CMO will retain or employ a Principal who holds a Master's Degree or School Administrator Credential and/or has experience administering a school or related management/administration

experience. The Principal will be evaluated annually by the Executive Director. The evaluation process spans the academic year starting with goals and objectives established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring.

Classified Staff

Classified employees will be hired based on relevant education, training, and experience in their fields. GVCS CMO will retain or employ administrative staff to assist in managing the office environment as the need arises. The following qualifications will be considered in recruiting administrative staff: high level of organizational skills, experience working in an office environment, experience with office systems and office skills, the ability to work well under pressure, the ability to work well with children and families, support of the curriculum and philosophy of the Charter School, and the possession of an appropriate license/certificate/degree when required.

In addition, GVCS CMO may have staff members who do not have instructional or administrative duties (e.g., site maintenance personnel). Such staff will be employed by the Executive Director as school needs arise. Staff employed in this capacity will have demonstrated the ability to perform the required duties and will hold any required state and local licenses as may be warranted.

Staff Recruitment Process

- When a staff opening occurs, GVCS CMO conducts a wide search for qualified candidates. Depending on job title, openings will be posted through social media, job boards, and listed on recruiting websites.
- Candidates are required to submit an application packet that includes a letter of introduction and intent, a resume and references. Candidates who pass the paper screening are invited to participate in a screening interview with Human Resources Manager and another employee. Candidates who pass the screening interview are invited to interview with the Hiring Committee and are asked to complete an application. Teacher candidates who pass the Hiring Committee interview are invited to perform a demonstration lesson and their references are checked. Successful candidates are offered a position based upon approval of the Executive Director.

Compensation & Benefits

GVCS CMO's goal is to continually monitor our compensation and benefits package, in accordance with our budget, to provide an increasingly competitive package for employees.

Compensation and benefits will be determined by the Board of Trustees, within the bounds of responsible fiscal management, and as an essential piece of managing the overall budget of the Charter School to provide a quality Waldorf educational program for our students. Budget recommendations will be developed by the Finance Committee, consisting of two members of the

Board of Trustees and the Executive Director. Budget maintenance is regularly discussed with the school principals, Executive Director, and contracted charter business service provider.

Element 6: Health and Safety Procedures

Governing Law: “The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”

– California Education Code § 47605(c)(5)(F)

In order to provide safety for all students and staff, GVOS shall adopt and implement full health and safety procedures and risk management policies at our school site in consultation with the Charter School’s insurance carriers and risk management experts. The following is a summary of GVCS CMO’s health and safety policies:

Procedures for Background Checks

Employees and contractors of the GVCS CMO will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237, 44830.1, and 45125.1. New employees not possessing a valid California Teaching Credential must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Human Resource Manager will monitor compliance of the staff and alert the Executive Director of any irregularities. Volunteers who will have contact with students shall be fingerprinted and must receive background clearance prior to volunteering. GVCS CMO will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. The school will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Mandated Child Abuse Reporters

All staff are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

All enrolled students and school staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision and Hearing Screenings

Students will be screened for vision and hearing. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School. We shall subcontract with a School Nurse to provide these services annually.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Drug Free/Alcohol Free/Smoke Free Environment

GVOS shall function as a drug, alcohol, and tobacco free workplace. Students may not have or consume any controlled or dangerous substances including, but not limited to, tobacco, alcohol, illegal drugs, or prescriptive medications. All medications must be prescribed by a licensed health care provider and monitored/administered by a GVOS staff member – and only after a signed release with instructions has been submitted to the Charter School by the parent.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The policy shall specifically address the needs of high-risk groups, include consideration of suicide awareness and prevention training for teachers, and ensure that a school employee acts only within the authorization and scope of the employee's credential or license.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School will teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Site Safety Plan

The Charter School shall comply with Education Code Section 47605(c)(5)(F)(ii). The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The current Site Safety Plan can be accessed in Appendix E.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board of Trustees shall establish a written infectious control plan designed to protect employees and students from possible infection

due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

Comprehensive Discrimination and Harassment Policies and Procedures

GVOS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GVCS has developed a comprehensive policy to prevent and immediately address any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policy, which is outlined in detail in the GVCS Staff Handbook (Appendix G). A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall maintain procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element 7: Student Population Reflects Diversity of Community Where the School Resides

Governing Law: “The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

– California Education Code § 47605(b)(5)(G)

GVOS will implement a student recruitment strategy that has been successful at Golden Valley Charter School of Sacramento in achieving a level of racial and ethnic diversity that is similar to that of the local community. Specifically, we will use strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of SJUSD, or, since SJUSD covers a large territory with 40,000+ students, with areas varying widely in racial and ethnic balance, of the population attending local SJUSD schools in the area where GVOS is located. This strategy will include, but not necessarily be limited to:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational materials, such as fliers, a website page, advertising in parent magazines and online, and/or school brochures that appeal to the various racial and ethnic groups represented in SJUSD, focusing on those in the community where GVOS is located.
- Spanish language outreach, as needed, including admissions information provided in Spanish on our website.
- The distribution of promotional information materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in SJUSD, focusing on those in the community where GVOS is located. These include local libraries, merchants, and booths at community fairs and festivals.

GVOS, in its annual performance report, shall include student enrollment indicating the racial and ethnic mix of students and steps taken towards achieving a racial and ethnic balance as described herein.

GVOS strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. GVOS strives to serve a student population that will achieve a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within the geographic boundaries of the District.

Outreach

GVOS may take any of the following steps to recruit and welcome all students who are representative of the diverse communities in the local area:

- Variety of languages for marketing and recruitment materials, included languages that are emerging
- Partner with local community-based organizations to recruit a diverse population of students and provide services to ensure a smooth transition for new students
- Host information sessions for families of students with disabilities
- Host visits to GVOS for families of students with disabilities
- Visit and speak at local community-based organizations in targeted low-income neighborhoods
- Hire and develop diverse staff from the community to implement recruitment activities, including in the native language of families in the community
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhood
- Visit and explain to prospective students and their families the mission of GVOS
- Conduct parent information sessions to elaborate on the commitment involved with attending GVOS
- Canvas various neighborhoods to reach interested families
- Promote GVOS at various neighborhood festivals and community events
- Encourage referrals from students and families at other GVCS
- Speak at civic organizations, with a particular focus on local community populations
- Place advertisements in local newspapers and community association newsletters
- Speak on local radio stations
- Encourage teacher referrals of students from other campuses
- Hire staff that is representative of the community that GVOS serves, including parents
- Establish priority for students in-district and families who qualify for FRPM if admission will be determined by a public lottery. See Element 8 for additional details.
- Run digitally placed advertisements across various online media and applications in multiple languages
- Utilize social media to advertise informational gatherings/meetings

GVOS shall evaluate its balance of racial and ethnic students, special education students, and English Learners, and adjust recruitment practices, as needed, in order to build a school community that reflects the general population residing within the geographic boundaries of the District.

GVOS supports the ongoing diversity of student enrollment by ensuring student and subgroups needs are met once enrolled. A comprehensive overview of how we support our Special Education, and English Learner students can be found in Element 1, and a description of our community and family engagement structures are available in Element 2. Examples of support include our culturally-affirming events, translating school newsletters, and hiring and retaining talented teachers to support English Learner students.

ELEMENT 8: Admission Requirements

Governing Law: “Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].”

– California Education Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter. Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

GVOS shall admit all pupils who wish to attend the Charter School up to capacity. GVOS shall provide a list of current students' first names and school district of residence (last names have been omitted to protect student privacy) to the District, as stated in the MOU between GVOS and the District.

Pupils will be considered for admission without regard to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

GVOS shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. GVOS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or of his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. GVOS will notify parents/guardians of applicant

students on the application that parental involvement is not a requirement for acceptance to, or continued enrollment at, GVOS.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47650(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of,

and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Age-Requirements

The Waldorf-inspired curriculum is based on the development of the child. While our school is open to all students who wish to enroll, subject only to capacity, the Charter School has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law. However, with the implementation of the California Universal Transitional Kindergarten age requirements, the Charter School is phasing out the previous GVOS birthday deadlines as students matriculate through the grades. Below are the grade/age guidelines to be provided in the GVOS enrollment policy for student applicants.

| Birthday Deadlines for Enrollment at GVCS through 2029 | | | |
|---|-------------------|--------------------------------------|-------------------|
| 2025-2026 Birthdate Deadlines | | 2026-2027 Birthdate Deadlines | |
| TK | 6/3/20- 9/1/21 | TK | 9/2/21-9/1/22 |
| K | 5/15/19- 6/2/20 | K | 6/3/20- 9/1/21 |
| 1st grade | 5/15/18 – 5/14/19 | 1st grade | 5/15/19- 6/2/20 |
| 2nd grade | 5/15/17- 5/14/18 | 2nd grade | 5/15/18 – 5/14/19 |
| 3rd grade | 5/15/16 - 5/14/17 | 3rd grade | 5/15/17- 5/14/18 |
| 4th grade | 5/15/15 - 5/14/16 | 4th grade | 5/15/16 - 5/14/17 |
| 5th grade | 5/15/14- 5/14/15 | 5th grade | 5/15/15 - 5/14/16 |
| 6th grade | 5/15/13 - 5/14/14 | 6th grade | 5/15/14- 5/14/15 |
| 7th grade | 5/15/12 - 5/14/13 | 7th grade | 5/15/13 - 5/14/14 |
| 8th grade | 5/15/11 - 5/14/12 | 8th grade | 5/15/12 - 5/14/13 |

| 2027-2028 Birthdate Deadlines | |
|--------------------------------------|-------------------|
| TK | 9/2/22-9/1/23 |
| K | 9/2/21-9/1/22 |
| 1st grade | 6/3/20- 9/1/21 |
| 2nd grade | 5/15/19- 6/2/20 |
| 3rd grade | 5/15/18 – 5/14/19 |
| 4th grade | 5/15/17- 5/14/18 |
| 5th grade | 5/15/16 - 5/14/17 |
| 6th grade | 5/15/15 - 5/14/16 |
| 7th grade | 5/15/14- 5/14/15 |
| 8th grade | 5/15/13 - 5/14/14 |

| 2028-2029 Birthdate Deadlines | |
|--------------------------------------|-------------------|
| TK | 9/2/23-9/1/24 |
| K | 9/2/22-9/1/23 |
| 1st grade | 9/2/21-9/1/22 |
| 2nd grade | 6/3/20- 9/1/21 |
| 3rd grade | 5/15/19- 6/2/20 |
| 4th grade | 5/15/18 – 5/14/19 |
| 5th grade | 5/15/17- 5/14/18 |
| 6th grade | 5/15/16 - 5/14/17 |
| 7th grade | 5/15/15 - 5/14/16 |
| 8th grade | 5/15/14- 5/14/15 |

Open Enrollment Period

Applications will be accepted during an open enrollment period for enrollment in the following school year. Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Lottery/Public Random Drawing

In the event that enrollment for a given grade level exceeds the existing number of openings in the class, a public lottery will be conducted. The public random drawing process will be open to the public, transparent, and fair. It will be held in a public space large enough to accommodate all interested in attending the drawing and a neutral member of GVCS CMO staff will conduct the drawing process. Parents and guardians do not have to be present to participate in the drawing.

To be eligible for the lottery the following requirements must be met to enroll in the GVOS program:

- Parent/guardians are invited to attend one of a series of Parent Information Meetings which will introduce them to the school curriculum and answer any questions they have about the school. Additionally, the Enrollment Coordinator makes herself available to answer questions of prospective parents by phone or email. Parents are also encouraged to visit our school website to learn more about our school.

- Parents will complete an open enrollment application which will ask for basic student information. (Parents will be asked to complete a more extensive registration form upon entering the school.) Completion of a student registration packet, including, but not limited to:
 - Enrollment Application
 - Parent signature of School Contract
 - Proof of Immunization
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum age requirements, e.g. birth certificate

Enrollment preferences in the case of a public random drawing shall be allowed in the following priority.

1. Students who are children or grandchildren of current GVCS and/or GVOS employees, not to exceed 10% of the student population
2. Siblings of students currently attending GVCS
3. Siblings of alumni of GVCS (alumni are defined as having attended GVCS for four years or having graduated 8th grade)
4. Students who have been attending other Waldorf or Waldorf-inspired schools or playgroups
5. Students, not in the above categories, who are residents of the San Juan Unified School District
6. All other applicants

During the lottery, the pool of applicants is randomized using a random sequence generator (currently, SchoolMint Student Enrollment System) and takes into consideration the preferences as stated above. Applicants are admitted to the charter school in the order determined by the lottery until all available spaces are filled. Applicants who are not selected for admission will be placed on a wait list according to the order determined by the lottery. A neutral third-party witness will be present to verify the fairness of the lottery.

Details about the timeline and process of the drawing will be available to all applicants' parents/guardians prior to the drawing, including admission preferences outlined above and other details of when parents/guardians will be notified about the results of the drawing and how to enroll their students after admission.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the Charter School year. In no circumstance will a waitlist carry over to the following school year.

Outside the Enrollment Period

Applications for classes that are full will be accepted and placed in a “pool” until there is an opening in the grades level and the waiting list for that grade level is exhausted. At this time, a lottery of students in the pool will be held.

This lottery will be conducted by uninterested parties and will be held in a space large enough to accommodate all interested parents. Parents do not have to be present to participate in the lottery. Within two weeks of the completion of the lottery, parents will be notified in writing of their children’s acceptance into a class or number on the waiting list for that grade level. In no circumstance will a waitlist carry over to the following school year.

Misrepresentation of Admission and Enrollment Information

GVOS shall have the right to withdraw students whose parents misrepresent their legal status as guardians, their place of residence, or any other material information on any Charter School document including, but not limited to, admission and enrollment forms. Parents shall be entitled to notice and an opportunity to respond before the Board of Trustees to any charge that they have misrepresented material information to the Charter School.

Student Records

GVOS will comply with the Family Educational Rights and Privacy Act (FERPA), 20 USC 1232(g) and California Education Code sections 49060-49084 in order to provide protection for student records.

ELEMENT 9: Independent Financial Audits

Governing Law: “The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

– California Education Code § 47605(b)(5)(l)

An annual independent financial audit of the books and records of GVOS will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles (“GAAP”), and as required by applicable law, the audit will employ generally accepted accounting procedures. This audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide, and will verify the accuracy of GVOS’s financial statements, attendance and enrollment accounting practices, and internal controls.

The Board of Trustees oversees the selection of an independent auditor who has experience in education finance and will oversee the completion of an annual audit of GVOS’s financial books and records. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. GVOS will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The Charter School will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December each year. GVOS’s most recent audit report is included as Appendix H. The Executive Director will review any audit exceptions or deficiencies and report recommendations to the GVCS Board as to how these have been, or will be, resolved. The Board will act upon these recommendations, and report its actions to the District, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disagreement between the District and the Charter School concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element 14, herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of GVOS will be public record to be provided to the public upon request. GVOS will budget the cost of a full financial audit in its yearly budgeting process.

ELEMENT 10: Pupil Suspension & Expulsion

Governing Law: "The procedures by which pupils can be suspended or expelled."

– California Education Code § 47605(b)(5)(J)

The following language reflects the GVOS policy and procedures by which pupils can be suspended or expelled.

General Assurance on Pupil Safety

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspension & Expulsion Policy

Introduction

This Pupil Suspension and Expulsion Policy (the "Policy") for Golden Valley Charter Schools ("GVCS") has been established in order 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.
- 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.

Suspension

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.

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 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

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:

- 1) Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- 2) 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
- 3) 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.
- 4) 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
- 5) Committed or attempted to commit robbery or extortion
- 6) Caused or attempted to cause damage to school property or private property
- 7) 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)
- 8) 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.
- 9) Committed an obscene act or engaged in habitual profanity or vulgarity
- 10) Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- 11) Knowingly received stolen school property or private property

- 12) 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
- 13) 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
- 14) 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
- 15) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- 16) 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.
- 17) 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:
 - a) Placing a reasonable pupil(s) in fear of harm to that pupil(s)' person or property;
 - b) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health;
 - c) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance;
 - d) 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.
- 18) 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) A message, text, sound or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. 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.
 - ii. 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.

- iii. 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.

c) An act of cyber sexual bullying.

- i. 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.
- ii. 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.

d) 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.

e) 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.

19) 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.

20) For students in grades 4 to 12, committed sexual harassment

21) Caused or participated in an act of hate violence

22) Carried, possessed, sold or otherwise furnished an electronic signaling device

23) Committed vandalism/malicious mischief

24) Violated academic ethics

25) Falsified or misinterpreted notes or phone calls of parents or guardians

- 26) Falsely activated fire alarm
- 27) Habitually violated the dress code
- 28) 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
- 29) 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.
- 30) 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.

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,¹ personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal 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

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

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

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 10th 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.

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 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.

Expulsion

Definition

Expulsion means involuntary disenrollment from the charter school.

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.

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.

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.

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, 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;
- 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.

ELEMENT 11: Retirement Systems

Governing Law: “The manner by which staff members of the Charter Schools will be covered by the State Teachers’ Retirement System, the Public Employee’s Retirement System, or federal social security.”

– California Education Code § 47605(b)(5)(K)

Employees at GVOS participates in the State Teachers’ Retirement System (“STRS”) for all teachers. Any classified employee working a minimum of 20 hours per week may participate in PERS.

The Charter School informs all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Human Resource Manager is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT 12: Public School Alternatives

Governing Law: “The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

– California Education Code § 47605(b)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

No student may be required to attend GVOS.

ELEMENT 13: Employee Rights of Return

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

– California Education Code § 47605(b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at GVOS.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to GVCS. Employment by GVCS provides no rights of employment at any other entity, including any rights in the case of closure of GVOS. The District will determine whether former employees continue to earn service credit while employed at GVCS.

ELEMENT 14: Dispute Resolution

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.

– California Education Code § 47605(b)(5)(N)

Disputes between the District and the Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Internal Disputes

GVOS shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. GVOS will maintain a Uniform Complaint Policy and Procedures, as required by state law and will be accessible on the Golden Valley website. Furthermore, GVOS will have a Grievance policy, the intent of which is to fairly and promptly resolve any concern, dispute, or complaint against any GVCS policy, practice, procedure, or employee. The District shall promptly refer all disputes not related to a possible violation of the charter or law to GVOS.

ELEMENT 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.
– California Education Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the SJUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the SJUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon taking Closure Action, Charter School shall send written notice of its closure to:

1. Charter School shall provide the District with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the District with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the District.

The following procedures shall apply in the event the Charter School closes. These procedures will apply regardless of the reason for closure.

Closure of GVOS will be documented by official action of the Board of Trustees of GVCS. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Trustees will promptly notify parents and students of GVOS, the District, the Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure, as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of GVOS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, GVOS will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. GVOS will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon school closure. If the District will not or cannot store the records, GVOS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. After closeout is completed, the entity responsible for closure-related activities shall transfer all GVOS records that are required to be maintained under applicable law to a secure

storage location with the appropriate expertise in managing and maintaining the confidentiality of school records.

As soon as reasonably practical, the GVCS CMO will prepare final financial records. GVCS CMO will also have an independent audit completed within six months after closure. GVCS CMO will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the GVCS CMO and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the GVCS CMO.

The Charter School will complete and file any annual reports and academic reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of GVOS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the GVCS CMO and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, GVCS CMO shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. GVCS CMO will utilize the reserve funds to undertake any expenses associated with the closure procedures identified above.

Appendix A: GVCS Calendar & Bell Schedule

| AUGUST | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | 12 |

| SEPTEMBER | | | | | | |
|-----------|----|----|----|----|----|----|
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| | | | | | | 20 |

| OCTOBER | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | 22 |

| NOVEMBER | | | | | | |
|----------|----|----|----|----|----|----|
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | | 14 |

| DECEMBER | | | | | | |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| | | | | | | 15 |

| JANUARY | | | | | | |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | 19 |

| FEBRUARY | | | | | | |
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |
| | | | | | | 15 |

| MARCH | | | | | | |
|-------|----|----|----|----|----|----|
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | 20 |

| APRIL | | | | | | |
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| 27 | 28 | 29 | 30 | | | |
| | | | | | | 17 |

| MAY | | | | | | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | 21 |

| JUNE | | | | | | |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| | | | | | | |

| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 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

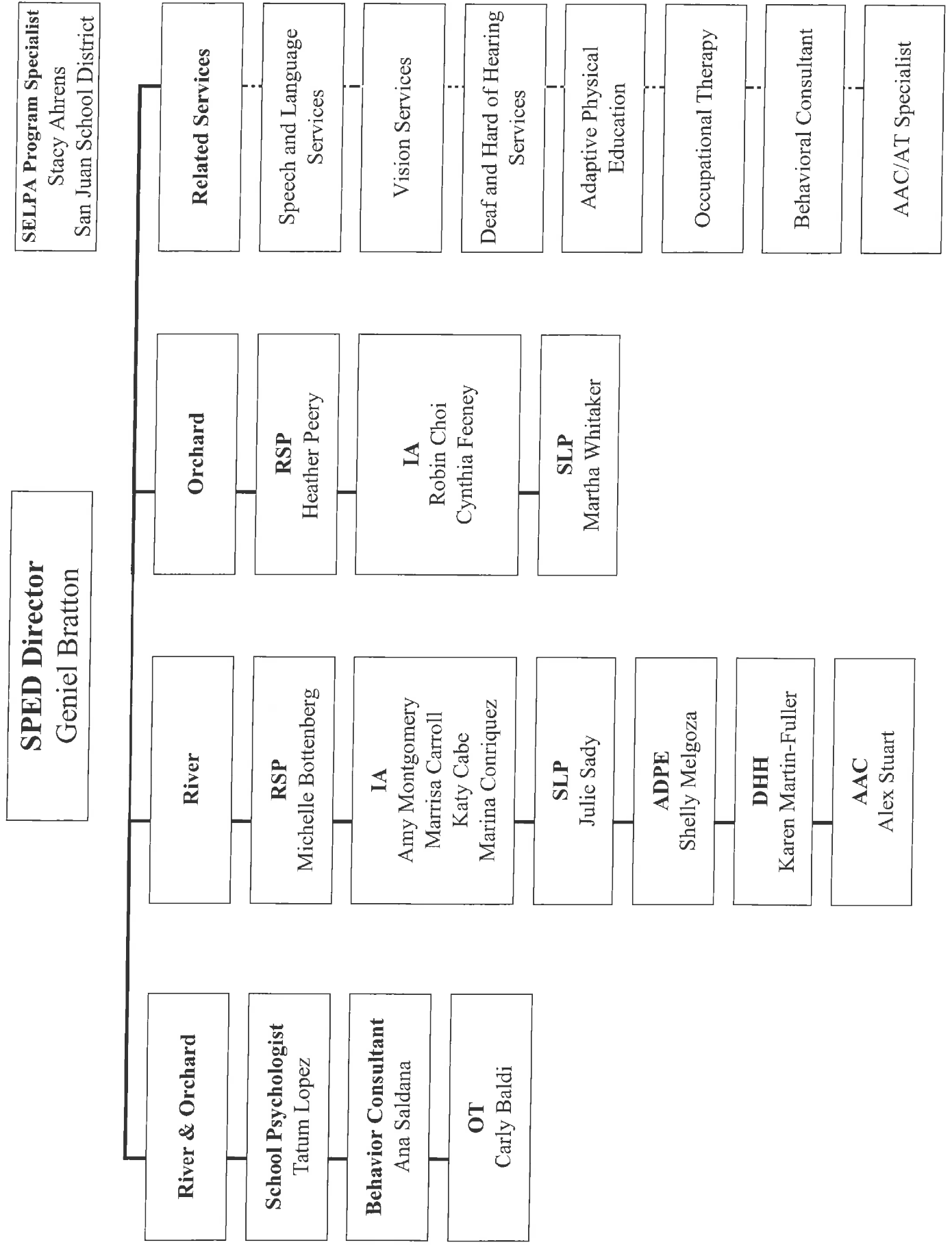
Instructional Days: 175
 Minimum Days: 43
 Regular Days: 132

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

Appendix B: GVCS Special Education Organization Chart

GVCS Special Education Department Organization Chart



Appendix C: GVOS Local Control & Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Orchard

CDS Code: 34674470132399

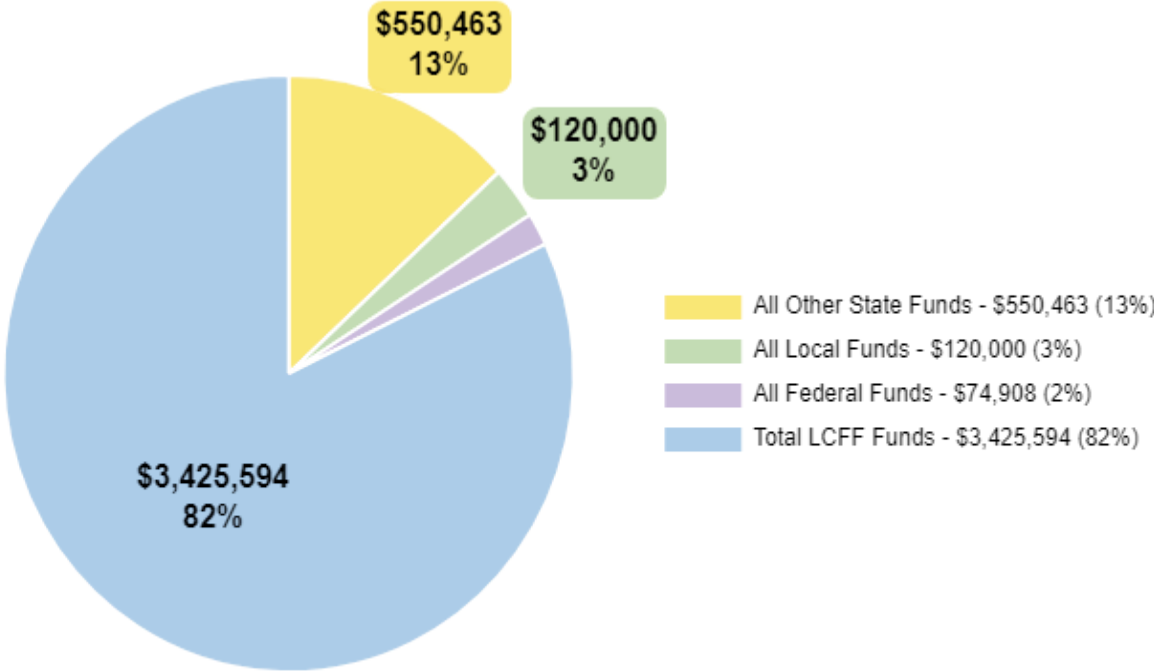
School Year: 2024-25

LEA Contact Information: Caleb Buckley | cbuckley@goldenvalleycharter.org | 916-597-1478

School districts receive funding from different sources: state funds under the Local Comprove services for high needs studentstrol Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

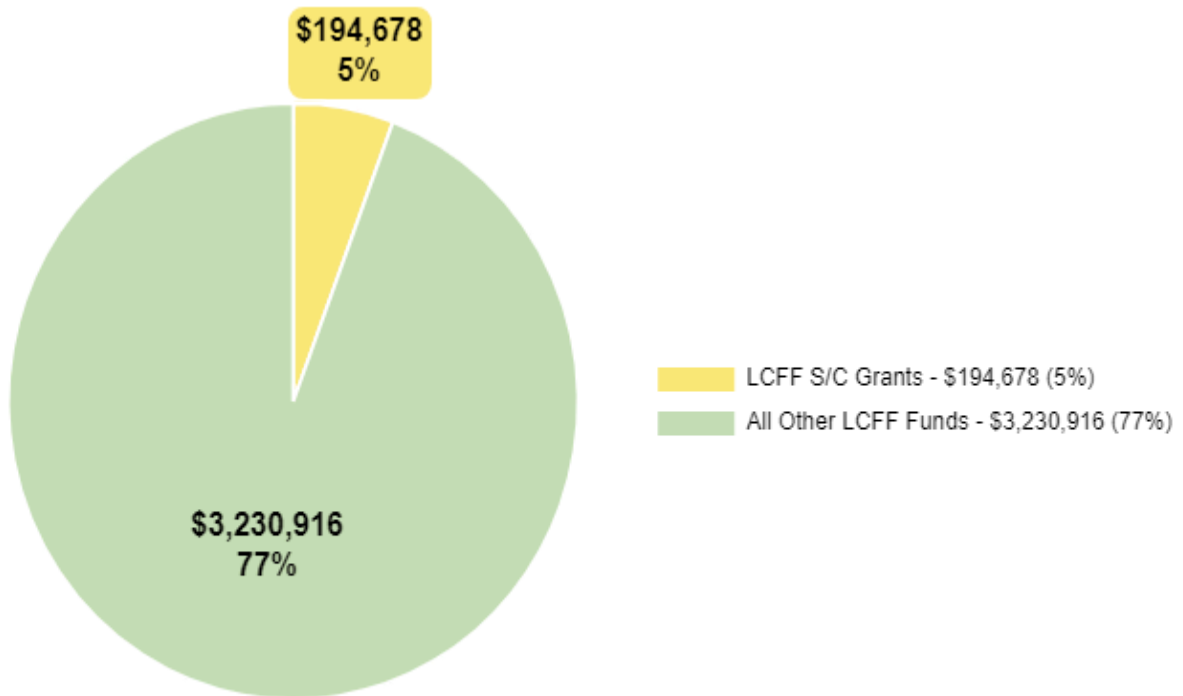
Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source



| Source | Funds | Percentage |
|-----------------------|-------------|------------|
| All Other State Funds | \$550,463 | 13% |
| All Local Funds | \$120,000 | 3% |
| All Federal Funds | \$74,908 | 2% |
| Total LCFF Funds | \$3,425,594 | 82% |

Breakdown of Total LCFF Funds



| Source | Funds | Percentage |
|----------------------|-------------|------------|
| LCFF S/C Grants | \$194,678 | 5% |
| All Other LCFF Funds | \$3,230,916 | 77% |

These charts show the total general purpose revenue Golden Valley Orchard expects to receive in the coming year from all sources.

The total revenue projected for Golden Valley Orchard is \$4,170,965, of which \$3,425,594 is Local Control Funding Formula (LCFF), \$550,463 is other state funds, \$120,000 is local funds, and \$74,908 is federal funds. Of the \$3,425,594 in LCFF Funds, \$194,678 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use funds to serve students.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Golden Valley Orchard plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Valley Orchard plans to spend \$4,161,900 for the 2024-25 school year. Of that amount, \$2,752,016 is tied to actions/services in the LCAP and \$1,409,884 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

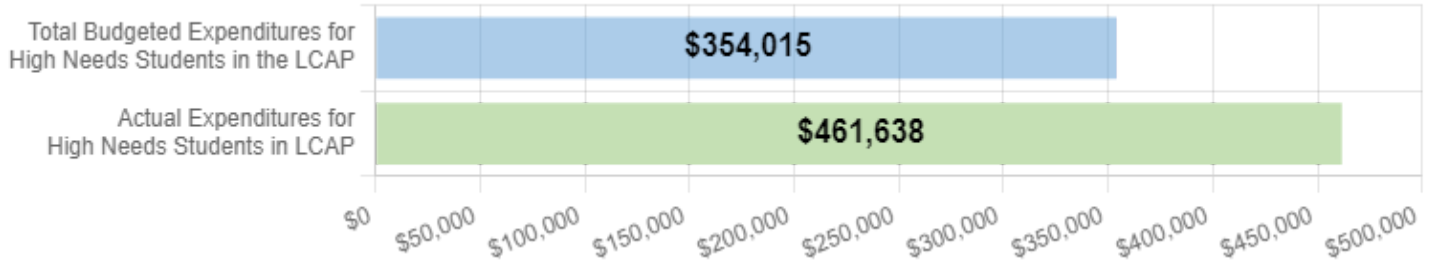
The budgeted expenditure that are not included in the LCAP will be used for general operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Golden Valley Orchard is projecting it will receive \$194,678 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley Orchard must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley Orchard plans to spend \$2,652,670 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Golden Valley Orchard budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley Orchard estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2023-24, Golden Valley Orchard's LCAP budgeted \$354,015 for planned actions to increase or improve services for high needs students. Golden Valley Orchard actually spent \$461,638 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------------|--|
| Golden Valley Orchard | Caleb Buckley Executive Director | cbuckley@goldenvalleycharter.org 916-597-1478 |

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| Goal 1 | The school will provide students with appropriate learning conditions. |

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|---|---|--|
| 1 | Teachers will be evaluated using the approved Golden Valley evaluation process and forms. | 100% of teachers are evaluated. Due to the pandemic and distance learning, no teachers were formally observed in person during the 2020-21 school year. | 100% of teachers were evaluated. All evaluated teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range. | 100% of teachers were evaluated. All evaluated class teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range. | 100% of teachers were evaluated. All evaluated class teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range. | 100% of teachers will be formally evaluated in person and will achieve 75% of their evaluation in the "Meeting Expectation" range. |
| 2 | Attendance rate of teachers attending professional development opportunities. | Due to the pandemic, professional development was offered online through a video | Over 95% of teachers attended professional development opportunities offered in 2021-22. | Over 95% of teachers attended professional development opportunities offered in 2022-23. | Over 95% of teachers attended professional development opportunities offered in 2023-24. | 95% of full-time teachers will attend annual professional development opportunities in person. |

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|---|---|---|--|--|--|---|
| | | conference platform or online self-study during the 2020-21 school year. | | | | |
| 3 | Monitoring teachers' credential status. | 91% of teachers currently hold a preliminary or clear California teaching credential. | 80% of the teachers hold a preliminary or clear credential, while 20% hold an internship credential. | 90% of the teachers hold a preliminary or clear credential, while 10% hold an internship credential. | 86.7% of teachers hold a preliminary or clear California teaching credential, 6.7% of teachers is teaching out-of-field for their cleared California credential area, and 6.7% hold and internship credential. | 100% of teachers will hold a California preliminary or clear teaching credential. |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference between planned and actual implementation of actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

One difference in expenditures was with the Teaching Staff action. The school expanded and opened an additional kindergarten and first grade classroom. This resulted in higher than planned expenditures for the current school year. Lastly, expenditures for the Waldorf Teacher Training action were higher than anticipated due to more staff than planned participating in the last portion of the Waldorf training that necessitate much high travel expenses and tuition.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in making progress toward the anticipated end result of most metrics. One area where the school did not meet the anticipated outcomes was for monitoring teacher credential statuses. With the statewide teacher shortage the school has had to employ teachers in internship programs and these teachers lack a preliminary or clear credential. The school has also had to utilize teachers that are teaching out-of-field for their given CA credential in order to provide accelerated math classes to middle school students. This also resulted in the school not meeting the goal of having 100% of teachers holding a preliminary or clear CA credential for their current teaching assignment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Moving forward Goals 1 and 2 will be combined into one goal with more comprehensive metrics and actions. Actions will be more focused and specific to meet the specific needs of students as data reflects a need.

Goal

| Goal # | Description |
|--------|---|
| Goal 2 | The school will provide a high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets. |

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|--|--|--|
| 1 | Smarter Balanced Mathematics Assessment-average distance from standard | The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP per flexibilities granted by the SBE. | The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcome. | On the 2022 Dashboard, school was 50.9 points below standard in mathematics. | On the 2023 Dashboard, school was 48.2 points below standard in mathematics. | The school will achieve and average distance from standard of 45.9 points below standard or higher in mathematics 2023 on the Dashboard. |
| 2 | Smarter Balanced ELA-average distance from standard | The 2019-20 CAASPP was not administered, local assessments were | The 2020-21 CAASPP was not administered, local assessments | On the 2022 Dashboard, school was 10 points below standard in | On the 2023 Dashboard, school was 7.9 points below standard in | The school will achieve an average distance from standard score of 5 |

| | | | | | | |
|---|--|---|---|---|---|--|
| | | used in lieu of the CAASPP. | were used in lieu of the CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcome. | English Language Arts. | English Language Arts. | points below standard or higher in ELA on the 2023 Dashboard. |
| 3 | Broad Course of Study for all students including pupils with exceptional needs (local indicator). All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and account for the needs of individual students, including unduplicated students (i.e. English learners, low-income students, and foster youth) and students with disabilities. | In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. | In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. | In 2022-23, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. | In 2023-24, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. | All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. |
| 4 | Fastbridge ELA | 2021 data will become the baseline. | For 2021-22, 69% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the | In 22-23, 70% of students assessed in grades 3-8 scored at or above grade level in language arts on the Fastbridge | In 23-24, 55.6% of students assessed in grades 3-8 scored at or above grade level in language arts on the Fastbridge | Maintain or improve performance as measured by Fastbridge Reading. |

| | | | | | | |
|---|-----------------|-------------------------------------|---|---|--|---|
| | | | Fastbridge aReading assessment. 58% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the Fastbridge AUTOREading assessment. This data is the baseline for the next two school years. | aReading assessment. 56% of students assessed scored at or above grade level on the Fastbridge AUTOREading assessment. | aReading assessment. 58.2% of students assessed scored at or above grade level on the Fastbridge AUTOREading assessment. | |
| 5 | Fastbridge Math | 2021 data will become the baseline. | For 2021-22, 47% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge aMath assessment. 40% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge CBM Math Automaticity assessment. This data is the baseline for the next two school years. | In 22-23, 52% of students assessed in grades 3-8 scored at or above grade level in mathematics on the Fastbridge aMath assessment, and 41% of students assessed scored at or above grade level on the Fastbridge AUTOMath assessment. | In 23-24, 28.75% of students assessed in grades 3-8 scored at or above grade level in mathematics on the Fastbridge aMath assessment, and 54.2% of students assessed scored at or above grade level on the Fastbridge AUTOMath assessment. | Maintain or improve performance as measured by Fastbridge Math. |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actual expenses related to the Educational Support action were considerably higher. Due to the increased behavioral and social emotional needs of the students coming out of the pandemic, the school had to bring in two contracted Registered Behavioral Technicians under the supervision of a Board-Certified Behavior Analyst to provided necessary support and interventions to students. The instructional materials and supplies costs were nearly double what was planned. While the school prioritized the funds available to each class teacher it did not anticipate the increased cost for the specialty class program and educational support program.

An explanation of how effective the specific actions were in making progress toward the goal.

While the LEA did not meet the expected outcome for ELA and Mathematics on the Dashboard (metric 1 and 2) there was improvement from the baseline Dashboard data from 2022, therefore, the actions were effective in making progress toward the goal (a gain of 2.1 points in mathematics and 2.7 points in ELA).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goal of the LEA moving forward will be to build upon the progress made in student achievement scores. Overall, the students are closing the learning loss that was the result of the pandemic. The LEA will aim to improve achievement scores for unduplicated pupils, students with exceptional needs, and chronically absent students as the achievement scores for these student groups have not increased at the rate of the whole student population of the LEA.

Goal

| Goal # | Description |
|--------|---|
| Goal 3 | The school will enhance parent engagement and improve communication among home and school stakeholders. |

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|---|---|--|
| 1 | Provide Parent Enrichment opportunities to all parents. | In 2020-21, GVOS was able to offer 7 virtual parent enrichment opportunities on various relevant topics. | In 2021-22, GVOS was able to offer two virtual and one in-person parent enrichment opportunities on various relevant topics. | In 2022-23, GVOS was able to offer 3 parent enrichment opportunities on various relevant topics. | In 2023-24, GVOS was able to offer 2 parent enrichment opportunities on various relevant topics. | GVOS offered parent enrichment opportunities for all parents. |
| 2 | Maintain strong parent communication. Parent Communication will be measured by Aeries Communication/Parent Square at GVOS. | In 2020-21 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 2021-22 school year. | In 2021-22 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 2021-22 school year. | In 2022-23 100% of the school utilized Parent Square to communicate with families in conjunction with the Aeries Student Information System platform. | In 2023-24 100% of the school utilized Parent Square to communicate with families in conjunction with the Aeries Student Information System platform. | 100% of school utilized Aeries Communication/Parent Square to communicate with Parents |
| 3 | Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs. | Full Implementation according to the local indicator self-reflection tool Fall 2020 Dashboard. | Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard. | Full Implementation according to the local indicator self-reflection tool Fall 2022 Dashboard. | Full Implementation according to the local indicator self-reflection tool Fall 2023 Dashboard. | Full Implementation according to the local indicator self-reflection tool Fall 2023 Dashboard. |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All planned budgeted expenditures were relatively close to the actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in meeting the desired outcomes listed for each of the metrics for this goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the next LCAP cycle there will be an emphasis on collaborating with educational partners more to engage in discussion and collaboration to better meet the unique needs of identified student groups to support the continued improvement of students.

Goal

| Goal # | Description |
|--------|--|
| Goal 4 | The school will promote complete education, both academically and socially, by providing support systems to ensure that all students successfully access the curriculum. |

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|--|---|---|
| 1 | Students in grade 5 and higher will participate annually in the GVOS feedback survey. | Students in grades 5-8 were provided with an opportunity to participate in the GVOS feedback survey via link in Google Classroom. | Students in grades 6-8 were provided with an opportunity to participate in the GVOS feedback survey. | All students in grades 5-8 were provided with an opportunity to participate in the GVOS feedback survey. | All students in grades 5-8 were provided with an opportunity to participate in the School Climate Survey. | Students in grades 5-8 will be provided with an opportunity to participate in the GVOS feedback survey. |
| 2 | Maintain 1% or lower suspension rate | .01% in 2020-21 | The school had a suspension rate of 1.89% in 2021-22. | The school had a suspension rate of 2.15% in 2022-23-- | The school had a suspension rate of 4.3% in 2023-24-an | 1% or lower |

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|---|--|---------|---|--|---|----------------|
| | | | | an increase of 0.26% from the previous year. | increase of 2.15% from the previous year. | |
| 3 | Decrease pupil chronic absenteeism rate annually between 0.1 to 0.3% | 4.37% | 34% as of May 2022-quarantines an isolations due to COVID-19 seriously impacted the 2021-22 chronic absenteeism rate. | As of May 2023, the chronic absenteeism rate is 30.1%--a decrease of 3.9%. | As of May 2023, the chronic absenteeism rate is 18.3%--a decrease of 11.8%. | 4.07% or lower |
| 4 | Maintain student attendance above the 95% average. | 97.442% | 86% as of May 2022-quarantines an isolations due to COVID-19 seriously impacted the 2021-22 attendance rate. | 91.6% as of May 2023 | 93.48% as of May 31, 2024 | more than 95% |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The expenditures for actions 2,3, and 4 were higher than originally budgeted for. The cost for food and cost increased the actual expenditures for the meal program offered at the LEA substantially. Another large factor in the difference in cost was that the school does not have an operational cost and would not be able to run a more cost-effective self-operational meal program unless our authorizing district was willing and able to remodel the school kitchen. In Sacramento there is only one school meal vendor available, and the cost was considerable to the school due to transporting meals from out of town every day. The reimbursement for meals covered the cost of the meals but did not cover most of the operational costs associated with the meal program. The expenditures for the ELO program

were higher than anticipated mostly due to the need for additional staff to maintain program ratios as well as the addition of a position to oversee the program management. The costs for materials increased significantly over what was budgeted due to the increased student enrollment in the program. The Mindfulness Room budget underestimated the total personnel and materials cost for the management of the new program.

An explanation of how effective the specific actions were in making progress toward the goal.

While the LEA did not meet the expected outcome for attendance rates there was vast improvement in this area. The attendance rates continue to improve each year and look more like pre-pandemic attendance rates. In the same respect, chronic absenteeism rates, while still high, have decreased significantly. From 22-23 to 23-24 the chronic absenteeism rate was reduced by nearly half. While there are programs and systems in place to help students with behavior and social emotional learning, the suspension rates continue to increase each year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The LEA will continue to work towards improving attendance rates and chronic absenteeism rates annually. There will be a shift toward implementing early interventions with students categorized as being chronically absent. The LEA will continue it's work with behavioral intervention and supports, but will monitor and adjust actions to better support the students. The LEA will focus on student groups that have not shown progress at the same rate as the "overall" student group, such as homeless students, socioeconomically disadvantaged students, and students with disabilities.

Goal

| Goal # | Description |
|--------|---|
| Goal 5 | The school will have positive growth in math and language arts assessment scores for unduplicated pupils identified as socioeconomically disadvantaged. |

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|---|---|---|
| 1 | The school will increase the average distance from standard (DFS) points for | On the 2022 Dashboard, students identified as socioeconomically | The 2020-21 CAASPP was not administered, local assessments were used in lieu of | On the 2022 Dashboard, students identified as socioeconomically | On the 2023 Dashboard, students identified as socioeconomically | On the 2023 Dashboard, students identified as socioeconomically |

| | | | | | | |
|---|--|--|---|---|---|--|
| | unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) mathematics assessment. | disadvantaged scored 66.8 points below standard on the Mathematics SBAC assessment. | CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcomes. | disadvantaged scored 66.8 points below standard on the Mathematics SBAC assessment. | disadvantaged scored 65.9 points below standard on the Mathematics SBAC assessment. | disadvantaged will score at least 61.8 points below standard (or higher) on the mathematics SBAC assessment. |
| 2 | The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aMath assessment by 5% each year. | In 2021-22, 46% unduplicated pupils performed at or above grade level on the aMath Fastbridge assessment. | In 2021-22, 46% unduplicated pupils performed at or above grade level on the aMath Fastbridge assessment. | In 22-23, 41% of students identified as unduplicated pupils identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aMath assessment. This was a 5% decrease from the previous school year. | In 23-24, 12.5% of students identified as unduplicated pupils identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aMath assessment. | By 2023-24, 56% unduplicated pupils identified as socioeconomically disadvantaged will perform at or above grade level on the aMath Fastbridge assessment. |
| 3 | The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aRead | In 22-23, 66% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment (based on Winter aReading scores). | N/A | In 22-23, 66% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment. | In 23-24, 55.6% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment. | In 23-24, 71% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment. |

| | | | | | | |
|---|--|--|-----|---|---|---|
| | assessment by 5% each year. | | | | | |
| 4 | The school will increase the average distance from standard (DFS) points for unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) English Language Arts assessments. | Students identified as socioeconomically disadvantaged scored 11.6 points below standard on the English Language Arts SBAC assessment. | N/A | Students identified as socioeconomically disadvantaged scored 11.6 points below standard on the English Language Arts SBAC assessment | Students identified as socioeconomically disadvantaged scored 12.4 points below standard on the English Language Arts SBAC assessment | On the 2023 Dashboard, students identified as socioeconomically disadvantaged will score at least 5.6 points below standard on the English Language Arts SBAC assessment. |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No further materials or support was needed for the newly adopted math curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All of the expenditures tied to this goal were for devices to support the implementation of programs to provide interventions for low income students with identified need. Title I funds were used to purchase the materials.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions for interventions were not effective in meeting the metrics of this goal. Identified students did not meet the desired outcomes for any of the metrics for the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goals and actions for the new LCAP will focus on improving identifying students in need of intensive academic interventions with an emphasis on all unduplicated pupils. Actions for professional development will focus on supporting students in the classroom with differentiation, unique needs of unduplicated pupils, and increasing academic rigor and depth of knowledge. There will also be actions to develop advisory committees to increase the educational partners voice around the needs of specific student groups and how to support these student at home and school. The process for identifying students in need of more intensive academic interventions will be developed to improve upon the efficiency and efficacy of intensive interventions with an emphasis on unduplicated pupils.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.
-

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------------|--|
| Golden Valley Orchard | Caleb Buckley Executive Director | cbuckley@goldenvalleycharter.org 916-597-1478 |

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Golden Valley is a vibrant learning community of forward thinkers, open and enthusiastically moving toward a better future for public charter schools. Students, staff, teachers, administrators, and families work together purposefully and respectfully, developing long-lasting and productive relationships. Teams of like-minded individuals work with care to produce outcomes beneficial for our children now and in the future. Developmentally appropriate education is at the heart of all our decisions and drives our speech and action in every encounter. Mission: We nurture a passion for learning through head, heart, and hand experiences which prepare students to engage in a dynamic world. Vision: Expanding access for children and families to a community of public Waldorf Schools. Core Values: 1.) Curiosity- at Golden Valley Charter Schools we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds. 2.) Reverence- The Golden Valley Charter Schools community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity. 3.) Creating Community- At Golden Valley Charter Schools we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully. 4.) Joyful Service- At Golden Valley Charter Schools we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community. 5.) Empathy- At Golden Valley Charter Schools we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being. 6.) Commitment- The Golden Valley community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us. Strategic Goals: 1.) Vibrant Learning Communities- We are a unified mosaic of diverse students, families, employees, and volunteers committed to

fostering healthy learning opportunities for all. We build meaningful relationships sustaining our shared lifelong passion for learning and growth. 2.) Holistic Waldorf Education- We inspire and educate our students by providing an engaging Waldorf education that integrates the head, heart, and hands experiences. Our highly qualified educators deliver a comprehensive and integrated curriculum. Within a collaborative atmosphere main lessons and specialty classes are taught to our thriving community of learners. As early advocates of public Waldorf education, we continue to be leaders in the growing Waldorf charter school movement. 3.) Exemplary Sustainable Rhythms- Our school operates effectively, efficiently, and comfortably. Employees and volunteers conduct our educational and administrative responsibilities at a sustainable pace. Our daily and seasonal rhythms cultivate a positive learning experience. We demonstrate an exceptional ability to meet operational needs in service to our community. We prioritize our goals and objectives and measure our success. 4.) Accessible Harmonious Environments- Our learning environments include our classrooms, campuses, gardens, facilities, and surrounding natural spaces. Working together, we create a safe, sustainable, healthy, and vibrant atmosphere that promotes learning through all the senses. We are accessible to families in the Sacramento area who desire public Waldorf educational model. 5.) Responsible Fiscal Stewardship- We maintain a healthy and balanced budget. This enables our schools to achieve our short- and long-term educational and operational goals. The business team stays current on legal, political, and technological trends. We work together with Golden Valley Educational Foundation and the community for developing beneficial fundraisers. Golden Valley Orchard School: Our school is a community of parents and teachers using a curriculum inspired by Waldorf education that nourishes and inspires our students from transitional kindergarten through eighth grade. This type of education brings forth creative imagination, critical thinking, self-confidence, a sense of delight, and respect for nature and humanity while building a strong academic foundation. Within this framework, each teacher selects and presents the subject matter using a curriculum inspired by Waldorf Education or other best practices tailored to the learning needs of the children in their class and aligned with Common Core Content Standards. Golden Valley Orchard School serves approximately 296 students in grades TK through 8. Our student population is: • English Learner- 3.04% • Low income- 39.2% • Homeless- 1.35% • Students with Disabilities- 7.7% • White- 69.59% • Hispanic- 19.93% • Native American or Alaskan Native- 0.34% • Black or African American- 0.34% • Asian- 0.34% • Filipino- 0.68% • Multiple- 8.45% • Not Reported- 0.34%

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Using data from the California School Dashboard for 2023-24, Golden Valley Orchard did not have any groups with 30 or more students in the "Red" category for any area. In the area of Academic Performance for English Language Arts the "All Students" group was in the "Orange" category for maintaining the distance from standard from the previous school year. In English Language Arts, white students increased the distance from standard four points from the previous year and achieved the "Green" category and hispanic students increased the distance from standard over fifteen points from the previous school year (no color assigned as the student group had less than 30 students). Socioeconomically disadvantaged students maintained distance from standard in English Language Arts from 2022-23 year. Students with disabilities declined by 45 points and students with two or more races declined by 33 points in English Language Arts from the previous year. In the area of Academic Performance for Mathematics, the "All Students" group was in the "Orange" category for maintaining the distance from standard from the previous school year. White students increased over 11 points, while Hispanic and Socioeconomically Disadvantaged students maintained distance from standard in mathematics. Students with two or more

rates declined by 69 points and students with disabilities declined by 19 points from the 22-23 year. Due to having fewer than 11 English Language students, not data was reported on the dashboard for this subgroup. Overall, Golden Valley Orchard decreased chronic absenteeism rates for all students by 5% (yellow category) from the 22-23 year. White students decreased chronic absenteeism rates by 5% and Hispanic students decreased by 15% from the prior year. Socioeconomically disadvantaged students saw an increase in their chronic absenteeism rates by 5% from the previous year. Golden Valley Orchard had an increase in suspension rates from the prior year for all identified groups: all students (1% increase), socioeconomically disadvantaged students (1.9% increase), Hispanic students (6% increase), and White students (2.3%).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|--|--|
| 1. LCAP Committee | Weekly meetings during April and May to review state priorities, evaluate needs assessment data, and develop goals and actions. |
| 2. Title 1 Families | Meeting in December to review data and set priorities and actions for student identified as Title I; Climate survey in February 2024; LCAP Feedback Survey April-May 2024. |
| 3. Leadership Team | Weekly updates on LCAP goals and priorities for current school year as well as for the new LCAP. |
| 4. Faculty & Staff | Climate survey in February 2023; staff meeting feedback on goals and actions being developed (April-May 2024); LCAP Feedback Survey in May 2024. |
| 5. Board of Trustees | Mid-year update on LCAP in February 2024; LCAP Hearing May 22, 2024 |
| 6. Students | Climate survey in February 2024 |
| 7. Families of Students with Exceptional Needs | Climate survey in February 2024; LCAP Feedback Survey April-May 2024. |
| 8. Golden Valley Parents & Families | Climate survey in February 2024; LCAP Feedback Survey April-May 2024. |
| 9. Families of identified unduplicated pupils | Climate survey in February 2024; LCAP Feedback Survey April-May 2024. |
| 10. San Juan Unified | Collaboration with FACE Department staff regarding attendance and chronic absenteeism improvement interventions and supports |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The LCAP was influenced by educational partners in the following ways: 1. School Climate Survey: Based on the results of the survey from all educational partners on the school climate survey Goal 2 Action 2 and 3 were written into the LCAP to increase the social emotional wellbeing, decrease student behavior challenges, and improve overall school climate. 2. LCAP Feedback Survey: Base on the

results of the feedback survey the LEA incorporated actions in Goal 1 to improve the rigor of instruction, provide professional development (differentiation, working with neurodivergent students, building relationships and trust with families, etc.), and academic interventions and enrichment opportunities. 3. Educational Partner Collaboration: implementing family engagement opportunities to improve chronic absenteeism rates, suspension rates, and academic success for unduplicated pupils in Goal 3.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| Goal 1 | Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging. | Broad |

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically grouped together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1 | Appropriately Assigned Teachers (Percentage of "Clear" FTE as measured on the Teacher Assignment | 82.3% of teachers are clear out of the 13.68 FTE teachers. | | | 85% of teachers or higher will be clear out of the FTE teachers. | |

| | | | | | | |
|---|--|---|--|--|--|--|
| | Monitoring Outcomes report) | | | | | |
| 2 | Access to Instructional Materials (Percentage of students with access to standards aligned instructional materials-SARC) | 100% of students have access to standards aligned instructional materials. | | | 100% of students have access to standards aligned instructional materials. | |
| 3 | Implementation of Academic Content Standards (Local Indicator Priority 2 Self-Reflection Tool) | Full Implementation in all areas | | | Full Implementation in all areas | |
| 4 | EL Access to CA Standards including ELD standards (Local Indicator Priority 2 Self-Reflection Tool) | Full Implementation | | | Full Implementation | |
| 5 | Pupil Achievement on Statewide Assessments (ELA Academic Indicator: Distance from Standard (DFS)) | All students 7.9 points below standard; socioeconomically disadvantaged students 12.4 points below standard; white students 4.6 points below standard; hispanic students 31.4 below standard; student with two or more races 9.2 points | | | Each student group listed will score at or above the following distance from standard: All students 6 points below standard; socioeconomically disadvantaged students 10 points below standard; white students 3 points below standard; hispanic students 25 below | |

| | | | | | | |
|---|---|--|--|--|---|--|
| | | below standard; students with disabilities 115.4 points below standard | | | standard; student with two or more races 7 points below standard; students with disabilities 100 points below standard. | |
| 6 | Pupil Achievement on Statewide Assessments (Mathematics Academic Indicator: Distance from Standard (DFS)) | All students 48.2 points below standard; socioeconomically disadvantaged students 65.9 points below standard; white students 44.1 points below standard; hispanic students 70.1 below standard; student with two or more races 58.9 points below standard; students with disabilities 113.8 points below standard. | | | Each student group listed will score at or above the following distance from standard: All students 43 points below standard; socioeconomically disadvantaged students 58 points below standard; white students 40 points below standard; hispanic students 63 below standard; student with two or more races 52 points below standard; students with disabilities 100 points below standard. | |
| 7 | Pupil Achievement on Statewide Assessments (CAST Percent Met/Exceeded) | 34.54% students met or exceeded standard for science. | | | 38% of students will meet or exceed standard for science | |
| 8 | A broad course of study including | All students had access to a broad | | | All students will have access to a | |

| | | | | | | |
|----|--|---|--|--|---|--|
| | courses described under EC Sections 51210 and 51220 as applicable (Local Indicator Priority 7 Self-Reflection Tool). | course of study that included all subject areas. | | | broad course of study that included all subject areas. | |
| 9 | Other Pupil Outcomes (Fastbridge aReading percent of students at or above grade level) | 55.6% of students in grade 3-8 are at or above grade level on the aReading assessment. | | | 60% of students in grade 3-8 will be at or above grade level on the aReading assessment. | |
| 10 | Other Pupil Outcomes (Fastbridge AUTOREad percent of students at or above grade level) | 58.2% of students in grade 4-8 are at or above grade level on the AUTOREad assessment. | | | 62% of students in grade 4-8 are at or above grade level on the AUTOREad assessment. | |
| 11 | Other Pupil Outcomes (Fastbridge aMath percent of students making 1 year's growth) | 46.6% of students in grade 3-8 are at or above grade level on the aMath assessment. | | | 50% of students in grade 3-8 at or above grade level on the aMath assessment. | |
| 12 | Other Pupil Outcomes (Fastbridge CBM Math Automaticity assessment-at or above grade level) | 54.2% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment. | | | 58% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment. | |

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|-----------------------|---|-------------|--------------|
| Action #1 | Math | Support teachers in creating classrooms with rich-academic language, engaging tasks, and targeted assessment. Strategies and materials to incorporate real-world problem-solving situations, and equitable access to learning for all students. | \$10,300.00 | Yes |
| Action #2 | English Language Arts | Support teachers in creating classrooms with rich academic language, engaging tasks, and targeted assessment in English Language Arts. Teachers will be supported to participate in | \$10,300.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|-----------------------------------|---|--------------|--------------|
| | | <p>meaningful professional learning around increasing rigor and depth of knowledge with literacy-related lessons and activities as well as how to adjust instruction to ensure the instruction and content is meeting the needs of all students. This includes materials.</p> | | |
| Action #3 | Interventions | <p>Support implementation of tiered interventions using relevant data to target instruction and monitor literacy and math. Students that are identified and Title I and Unduplicated Pupils will be prioritized for receiving interventions; Staff to provide instructional and support services for all students; ensure that there are research-based materials and technology needed to perform interventions that meet the needs of all students.</p> | \$110,300.00 | Yes |
| Action #4 | Academic Supports for EL Students | <p>Provide support for implementation of English Language Development (ELD) and content standards to support teachers in meeting the needs of English Language Learners (ELs). This includes support staff to provide professional learning focused on data analysis, strategies for designated ELD instruction, and</p> | \$45,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|--------------------------|--|--------------|--------------|
| | | strategies for integrated ELD instruction. | | |
| Action #5 | Title I Supports | Provide support to school focused on meeting the needs of Title I students focused on academic and social emotional learning. | \$0.00 | Yes |
| Action #6 | Enrichment Opportunities | Provide access to after school, intersession, and summer enrichment programs, prioritizing unduplicated pupils, to provide enriching academic, physical, visual and performing arts, and STEM related activities and opportunities that extend learning beyond the instructional day; professional learning opportunities for Eagle's Nest (ELO-P) staff; and ensure that students have the materials needed for all enrichment opportunities. | \$150,000.00 | Yes |
| Action #7 | Professional Development | Provide support and training to new and veteran teachers in a system of professional growth; trainings in Waldorf pedagogy; curriculum development and support. This includes mentoring services and supports. | \$53,400.00 | Yes |
| Action #8 | Specialty Classes | Students will receive instruction related to arts, music, world languages, physical education, etc. to support the education of the whole child; and materials to support instruction in specialty classes. | \$237,340.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|--------------|--------------|
| Action #9 | Central Office System Supports for Continuous Improvement | Support to school from central office staff to support continuous improvement principles and practices with educational partners with a focus on increasing and improving services and supports for targeted student groups. This includes staff and professional learning. | \$489,344.00 | No |
| Action #10 | Supports and Services for Students with Exceptional Needs | Support for implementing inclusive practices for students with exceptional needs. This includes staff, professional development opportunities, and materials. | \$319,411.00 | Yes |
| Action #11 | Class Teachers | Appropriately assigned and credentialed class teachers to provide instruction in grades TK-8. | \$890,617.00 | Yes |
| Action #12 | Classroom Materials | All classroom materials will be provided for all students. | \$55,000.00 | Yes |

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| Goal 2 | Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students. | Broad |

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and

actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 1 | Safe, Clean & Functional School Facility (SARC) | Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0 | | | Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0 | |
| 2 | School Attendance Rate (Local: Aeries-SIS) | 93.5 % | | | >95% | |
| 3 | Middle School Dropout Rate (CALPADS) | 0% | | | Maintain 0% | |
| 4 | Local School Climate Survey (ASSC School Climate Assessment Instrument) | Overall School Climate: 3.75 (staff); 3.92 (parents); 3.32 (students) | | | Overall School Climate: 4.00 (staff); 4.00 (parents); 3.50 (students) | |

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|----------------------------|--|--------------|--------------|
| Action #1 | Facility | Students and staff will have a safe and clean school to support the instructional program. | \$324,900.00 | No |
| Action #2 | Mindfulness Room | Students will have access to a physical space and staff to help with social-emotional learning and behavioral supports. | \$70,000.00 | No |
| Action #3 | School Climate Improvement | Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by providing professional development to support the school with student engagement, alternative practices to suspensions (Restorative Practice, Positive | \$3,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|-----------------|--|--------------|--------------|
| | | Behavioral Interventions and Supports, and social-emotional learning). | | |
| Action #4 | Universal Meals | Students will have access to two meals each day at no cost each instructional day. | \$170,000.00 | No |

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| Goal 3 | Vibrant Learning Community: The school will build relationships to connect students and families with programs and resources to help foster healthy learning opportunities for all students. | Broad |

State Priorities addressed by this goal.

3, 6, 7

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------------------------------|----------------|----------------|----------------------------------|----------------------------------|
| 1 | Promote parental participation in programs (Local Indicator Priority 3 Self-Reflection Tool: Parental Involvement and | Full Implementation in all areas | | | Full Implementation in all areas | |

| | | | | | | |
|---|--|---|--|--|---|--|
| | Family Engagement) | | | | | |
| 2 | Chronic Absenteeism Rate (CA School Dashboard) | All Students: 30% Socioeconomically Disadvantaged: 47.2% Students with Disabilities: 48.3% Hispanic: 26% White: 32.7% Two or More Races: 15% | | | 10% or less for all student groups | |
| 3 | Pupil Suspension Rates (CA School Dashboard) | All Students: 2.7% Socioeconomically Disadvantaged: 5.5% Students with Disabilities: 6.7% Hispanic: 6.0% White: 2.3% Two or More Races: 0% | | | All Students: 1.5% Socioeconomically Disadvantaged: 3.0% Students with Disabilities: 4.0% Hispanic: 3.0% White: 1.5% Two or More Races: 0% | |
| 4 | Pupil Expulsion Rates (DataQuest Expulsion Rate) | 0% | | | Maintain 0% | |

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned

Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|---|---|-------------|--------------|
| Action #1 | Accessible and Responsive Schools for Students with Exceptional Needs | Provide responsive programs, curriculum, and instruction to support the needs of students with exceptional needs. | \$54,346.00 | No |
| Action #2 | Accessible and Responsive Schools for Unduplicated Pupils | Provide responsive programs, curriculum, and instruction to support unduplicated pupils (students identified and socioeconomically disadvantaged, foster/homeless youth, and English Language Learners). | \$54,346.00 | Yes |
| Action #3 | Family and Community Engagement | Provide avenues where families are valued as active participants in building and fostering strong school and community relationships and connections. Provide information to families on how to support the efforts of the school at home. Build capacity with families to take | \$18,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | leadership roles that address specific school needs. | | |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$194,678.00 | \$0.00 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 6.11% | 0.00% | \$0.00 | 6.11% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action #s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|--|---|
| Goal 1 Action 1, Goal 1 Action 1 | Socioeconomically disadvantaged (SED) students are currently the only unduplicated pupil group with more than 11 students for GVRS. While the overall | The actions related to accelerating academic achievement will prioritize SED students when implementing interventions, planning professional | Monitoring teacher assignments, local indicator self-reflection tool for priority 2, ELA academic indicator on Dashboard, |

| | | | |
|---|--|--|--|
| 2,Goal 1 Action 3,Goal 1 Action 5,Goal 1 Action 6,Goal 1 Action 7,Goal 1 Action 10,Goal 1 Action 11 | student group falls into the "yellow" category for ELA and Mathematics on the Dashboard, SED students are currently performing slightly lower than the overall group for both subject areas. The data shows a need to address these slight achievement gaps in ELA and mathematics for SED students. | development, and program development but will also help to address the identified decificts for the overall student group as a result of the implementation of these actions. | mathematics academic indicator on Dashboard, and local assessment data. |
| Goal 3 Action 3 | SED students have higher rates of chronic absenteeism and suspension than the overall student group at the LEA. | Chronic absenteeism rates and suspension rates are high across all student groups at the LEA. However, the rates are decreasing at a slower rate than the overall student group. The LEA will be re-evaluating and implementing interventions shown to improve chronic absenteeism and suspension rates for SED students but will also be used with the overall student group to continue improvement for all students as they require improvement in these areas as well. | Local indicator self-reflection tool for priority, chronic absenteeism rates, and pupil suspension rates |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action #(s) | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|----------------------|--------------------|---|------------------------------------|
|----------------------|--------------------|---|------------------------------------|

| | | | |
|-----------------------|---|--|--|
| Goal 1 Action 4 | The EL student group is below 11 students, but the LEA wants to monitor the progress of identified EL students to ensure academic achievement and success in the instructional program. | Having staff trained on the assessment and identification of EL students will collaborate with class teachers to ensure effective instructional strategies and interventions are being provided to EL students. | ELA and mathematics indicator on Dashboard, and local assessment data (Fastbridge) |
| Goal 3 Action 2 | SED students are performing below the overall student group in academic areas, chronic absenteeism, and suspension. | The LEA will implement an advisory committee to increase parent engagement and educational partner feedback to identify and address the identified needs of SED students and support families in improving the identified needs. | Local indicator priority 3 self-reflection, chronic absenteeism and pupil suspension rates |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1 to 12.3 | N/A |
| Staff-to-student ratio of certificated staff providing | 1 to 21.07 | N/A |

direct services to students

2024-25 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|------------------------------|--|---|--|---|
| 2024-25 | \$3,188,300.00 | \$194,678.00 | 6.11% | 0.00% | 6.11% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-Personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$2,752,016.00 | \$278,368.00 | \$0.00 | \$35,720.00 | \$3,066,104.00 | \$1,723,243.00 | \$1,342,861.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span |
|--------|----------|-----------------------------------|------------------|---|----------|---------------------------------------|-------------|-----------|
| 1 | 1 | Math | All | Yes | LEA-Wide | Low Income | LEA Wide | Ongoing |
| 1 | 2 | English Language Arts | All | Yes | LEA-Wide | Low Income | All Schools | Ongoing |
| 1 | 3 | Interventions | All | Yes | LEA-Wide | Low Income | All Schools | Ongoing |
| 1 | 4 | Academic Supports for EL Students | EL | Yes | Limited | EL | All Schools | Ongoing |
| 1 | 5 | Title I Supports | All | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | Ongoing |
| 1 | 6 | Enrichment Opportunities | All | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | Ongoing |
| 1 | 7 | Professional Development | All | Yes | LEA-Wide | Low Income, Homeless and | All Schools | Ongoing |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span |
|--------|----------|---|------------------|---|----------|---|-------------|-----------|
| | | | | | | Foster Youth, EL | | |
| 1 | 8 | Specialty Classes | All | No | LEA-Wide | Low Income, Homeless and Foster Youth, EL | All Schools | Ongoing |
| 1 | 9 | Central Office System Supports for Continuous Improvement | All | No | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | Ongoing |
| 1 | 10 | Supports and Services for Students with Exceptional Needs | All | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | Ongoing |
| 1 | 11 | Class Teachers | All | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | Ongoing |
| 1 | 12 | Classroom Materials | All | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | Ongoing |
| 2 | 1 | Facility | All | No | LEA-Wide | Low Income, Homeless and Foster Youth, EL | All Schools | Ongoing |
| 2 | 2 | Mindfulness Room | All | No | LEA-Wide | Low Income, Homeless and Foster Youth, EL | All Schools | Ongoing |
| 2 | 3 | School Climate | All | Yes | LEA-Wide | Low Income, Homeless and | All Schools | Ongoing |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span |
|--------|----------|---|----------------------------|---|----------|---------------------------------------|-------------|-----------|
| | | Improvement | | | | Foster Youth, EL | | |
| 2 | 4 | Universal Meals | All | No | LEA-Wide | Low Income | LEA Wide | Ongoing |
| 3 | 1 | Accessible and Responsive Schools for Students with Exceptional Needs | Students with Disabilities | No | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | Ongoing |
| 3 | 2 | Accessible and Responsive Schools for Unduplicated Pupils | Unduplicated Pupils | Yes | Limited | Low Income | All Schools | Ongoing |
| 3 | 3 | Family and Community Engagement | All | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | Ongoing |

| Goal # | Action # | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1 | \$0.00 | \$10,300.00 | \$0.00 | \$0.00 | \$0.00 | \$10,300.00 | \$10,300.00 | 0.00% |
| 1 | 2 | \$0.00 | \$10,300.00 | \$0.00 | \$0.00 | \$0.00 | \$10,300.00 | \$10,300.00 | 0.00% |
| 1 | 3 | \$100,000.00 | \$10,300.00 | \$59,000.00 | \$41,000.00 | \$0.00 | \$10,300.00 | \$110,300.00 | 0.00% |
| 1 | 4 | \$45,000.00 | \$0.00 | \$45,000.00 | \$0.00 | \$0.00 | \$0.00 | \$45,000.00 | 0.00% |
| 1 | 5 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% |
| 1 | 6 | \$100,934.00 | \$49,066.00 | \$150,000.00 | \$0.00 | \$0.00 | \$0.00 | \$150,000.00 | 0.00% |

| Goal # | Action # | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 7 | \$0.00 | \$53,400.00 | \$48,580.00 | \$0.00 | \$0.00 | \$4,820.00 | \$53,400.00 | 0.00% |
| 1 | 8 | \$200,000.00 | \$37,340.00 | \$200,000.00 | \$37,340.00 | \$0.00 | \$0.00 | \$237,340.00 | 0.00% |
| 1 | 9 | \$0.00 | \$489,344.00 | \$489,344.00 | \$0.00 | \$0.00 | \$0.00 | \$489,344.00 | 0.00% |
| 1 | 10 | \$150,000.00 | \$169,411.00 | \$170,000.00 | \$149,411.00 | \$0.00 | \$0.00 | \$319,411.00 | 0.00% |
| 1 | 11 | \$890,617.00 | \$0.00 | \$840,000.00 | \$50,617.00 | \$0.00 | \$0.00 | \$890,617.00 | 0.00% |
| 1 | 12 | \$0.00 | \$55,000.00 | \$55,000.00 | \$0.00 | \$0.00 | \$0.00 | \$55,000.00 | 0.00% |
| 2 | 1 | \$0.00 | \$324,900.00 | \$324,900.00 | \$0.00 | \$0.00 | \$0.00 | \$324,900.00 | 0.00% |
| 2 | 2 | \$68,000.00 | \$2,000.00 | \$70,000.00 | \$0.00 | \$0.00 | \$0.00 | \$70,000.00 | 0.00% |
| 2 | 3 | \$0.00 | \$3,500.00 | \$3,500.00 | \$0.00 | \$0.00 | \$0.00 | \$3,500.00 | 0.00% |
| 2 | 4 | \$60,000.00 | \$110,000.00 | \$170,000.00 | \$0.00 | \$0.00 | \$0.00 | \$170,000.00 | 0.00% |
| 3 | 1 | \$54,346.00 | \$0.00 | \$54,346.00 | \$0.00 | \$0.00 | \$0.00 | \$54,346.00 | 0.00% |
| 3 | 2 | \$54,346.00 | \$0.00 | \$54,346.00 | \$0.00 | \$0.00 | \$0.00 | \$54,346.00 | 0.00% |
| 3 | 3 | \$0.00 | \$18,000.00 | \$18,000.00 | \$0.00 | \$0.00 | \$0.00 | \$18,000.00 | 0.00% |

2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover - Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5) |
|------------------------------|--|---|--|---|---|--|---|
| \$3,188,300.00 | \$194,678.00 | 6.11% | 0.00% | 6.11% | \$2,752,016.00 | 0.00% | 86.32% |

| Totals by Type | | Total LCFF Funds |
|-------------------|--|------------------|
| Total: | | \$2,752,016.00 |
| LEA-wide Total: | | \$2,652,670.00 |
| Limited Total: | | \$99,346.00 |
| Schoolwide Total: | | \$0.00 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|---|---|----------|---|-------------|--|---|
| 1 | 1 | Math | Yes | LEA-Wide | Low Income | LEA Wide | \$0.00 | 0.00% |
| 1 | 2 | English Language Arts | Yes | LEA-Wide | Low Income | All Schools | \$0.00 | 0.00% |
| 1 | 3 | Interventions | Yes | LEA-Wide | Low Income | All Schools | \$59,000.00 | 0.00% |
| 1 | 4 | Academic Supports for EL Students | Yes | Limited | EL | All Schools | \$45,000.00 | 0.00% |
| 1 | 5 | Title I Supports | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | \$0.00 | 0.00% |
| 1 | 6 | Enrichment Opportunities | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | \$150,000.00 | 0.00% |
| 1 | 7 | Professional Development | Yes | LEA-Wide | Low Income, Homeless and Foster Youth, EL | All Schools | \$48,580.00 | 0.00% |
| 1 | 10 | Supports and Services for Students with Exceptional Needs | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | \$170,000.00 | 0.00% |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|---|---|----------|---|-------------|--|---|
| 1 | 11 | Class Teachers | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | \$840,000.00 | 0.00% |
| 1 | 12 | Classroom Materials | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | \$55,000.00 | 0.00% |
| 2 | 3 | School Climate Improvement | Yes | LEA-Wide | Low Income, Homeless and Foster Youth, EL | All Schools | \$3,500.00 | 0.00% |
| 3 | 2 | Accessible and Responsive Schools for Unduplicated Pupils | Yes | Limited | Low Income | All Schools | \$54,346.00 | 0.00% |
| 3 | 3 | Family and Community Engagement | Yes | LEA-Wide | Low Income, Homeless/Foster Youth, EL | All Schools | \$18,000.00 | 0.00% |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|--------|--|---|
| Totals | \$1,996,919.00 | \$2,629,945.66 |

| Last Year's Goal # | Last Year's Action # | Action Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1 | Induction Program | No | \$8,200.00 | \$6,525.00 |
| 1 | 2 | School Site | No | \$299,900.00 | \$299,900.00 |
| 1 | 3 | Teaching Staff | No | \$600,000.00 | \$753,432.00 |
| 1 | 4 | Waldorf Teacher Training | No | \$35,419.00 | \$52,392.25 |
| 1 | 5 | Mentorship | No | \$30,000.00 | \$35,554.95 |
| 2 | 1 | Specialty Class Staff | No | \$135,000.00 | \$112,580.94 |
| 2 | 2 | Fastbridge | No | \$2,000.00 | \$2,090.00 |
| 2 | 3 | Professional Development | Yes | \$1,000.00 | \$288.80 |
| 2 | 4 | Instructional Aides | No | \$100,000.00 | \$250,000.00 |
| 2 | 5 | Educational Support Staff | Yes | \$350,000.00 | \$461,349.34 |
| 2 | 6 | Instructional Materials and Supplies | No | \$40,000.00 | \$157,065.21 |
| 3 | 1 | Aeries Communication/Parent Square | No | \$5,200.00 | \$1,324.40 |
| 3 | 2 | Family and community engagement, enrichment, marketing, and supplies | No | \$5,000.00 | \$3,150.04 |
| 4 | 1 | Mindfulness Room | No | \$30,000.00 | \$71,999.00 |
| 4 | 2 | Expanded learning opportunities program | No | \$150,000.00 | \$234,513.00 |
| 4 | 3 | Universal meals | No | \$170,000.00 | \$167,592.19 |
| 4 | 4 | Student Survey | No | \$200.00 | \$934.00 |
| 4 | 5 | Attendance | No | \$0.00 | \$0.00 |
| 4 | 6 | Positive Behavioral Intervention and Supports (PBIS) | No | \$4,000.00 | \$6,144.54 |
| 5 | 1 | Math Curriculum | Yes | \$1,000.00 | \$0.00 |
| 5 | 2 | Targeted and Intensive Interventions | Yes | \$30,000.00 | \$13,110.00 |

2023-24 Contributing Actions Annual Update Table

| Totals | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|--------|---|---|--|---|--|---|---|
| Totals | \$175,264.00 | \$352,000.00 | \$461,638.14 | (\$109,638.14) | 14.60% | 16.31% | 1.71% |

| Last Year's Goal # | Last Year's Action # | Action Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services (%) | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--------------------------------------|--|--|---|---|---|
| 2 | 3 | Professional Development | Yes | \$1,000.00 | \$288.80 | 0.38% | 0.01% |
| 2 | 5 | Educational Support Staff | Yes | \$350,000.00 | \$461,349.34 | 13.19% | 15.85% |
| 5 | 1 | Math Curriculum | Yes | \$1,000.00 | \$0.00 | 0.00% | 0.00% |
| 5 | 2 | Targeted and Intensive Interventions | Yes | \$0.00 | \$0.00 | 1.03% | 0.45% |

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover - Percentage (Input Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|--|--|---|--|--|---|
| \$2,911,365.00 | \$175,264.00 | 0.00% | 6.02% | \$461,638.14 | 16.31% | 32.17% | \$0.00 - No Carryover | 0.00% - No Carryover |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and

reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of

the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and

outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\)](#) ([California Legislative Information](#)) and [52066\(g\)](#) ([California Legislative Information](#)) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\)](#) ([California Legislative Information](#)) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics

- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024\(b\)\(1\)](#) ([California Legislative Information](#)) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the

methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater

than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as

compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded. For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Appendix D: GVCS Bylaws

**BYLAWS OF
GOLDEN VALLEY SCHOOLS FOR EDUCATION RENEWAL
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Golden Valley Schools for Education Renewal (“Charter School” or “GVCS”).

**ARTICLE II
PRINCIPAL OFFICE OF THE
CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1000 River Rock Drive, Orangevale, State of California. The Board of Trustees may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES;
LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person. The title of “Trustee” shall refer to the same designation as a “Director”, pursuant to the California Corporations Code (§7210).

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Trustee or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Trustees may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Trustees finds appropriate.

**ARTICLE VII
BOARD OF TRUSTEES**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Trustees (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Trustees shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Trustees, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED TRUSTEES AND TERMS. The number of Trustees shall be no less than five (5) and no more than thirteen (13), unless changed by amendments to these bylaws. The board composition shall include: up to nine (9) members. All trustees shall have full voting rights, including any representative appointed by a charter authorizer as consistent with Education Code Section 47604(b). If a charter authorizer appoints a representative to serve on the Board of Trustees, the Corporation may appoint an additional director to ensure an odd number of Board members. These members constitute the tenth through thirteenth (10th-13th) Trustees. All Trustees shall be designated by the existing Board of Trustees. All Trustees are to be designated at the corporation's annual meeting of the Board of Trustees.

Section 3.1 TERMS

Each Director shall hold office for 2 years and until a successor director has been designated and qualified.

Section 4. ROLE OF BOARD. The responsibility for governance encompasses all operations of the school and includes, but is not limited to, the following: Budget; Site; Personnel; Policies and Procedures; Assessment and Accountability. The Board's responsibilities include, but are not limited to the following:

- a. Annually review strategic plan, which includes short-term and long-term goals.
- b. Approve an annual budget.
- c. Receive and act upon reports and recommendations made by the Executive Director.
- d. Approve the annual school calendar, minutes of Board meetings, policies, procedures, salary schedules and any major contracts.
- e. Approve site decisions, Facility Use Agreements and Memoranda of Understanding.
- f. Review student performance annually.
- g. Hire and evaluate the Executive Director.

Section 5. RESTRICTION ON INTERESTED PERSONS AS TRUSTEES. No interested person may serve on the on the Board of Trustees. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. ELIGIBILITY GUIDELINES.

- a. Candidate is a parent, grandparent or guardian, of a child who has been enrolled in a school operated by the Corporation for the most recent entire school year or more.
- b. Candidate has a child currently enrolled in a school operated by the Corporation.
- c. Candidate has been active with the school in some way (e.g.: in the classroom, with festivals, in the office, serving on the Foundation, or serving on a school committee or board).
- d. Candidates must have attended at least 3 complete Board meetings during the current school year as an objective observer and participant to learn about the work of the Board.
- e. Candidates must be willing to support the Charter and the leadership of the school. This includes attending Board meetings, serving in officer or committee positions and completing assignments to be done between meetings.
- f. More than one parent/guardian/grandparent from the same family cannot serve on the Board at the same time.

- g. The Board may appoint up to 4 members from the community as Trustees. Community Trustees may be an adult, uninterested individual without any child enrolled in a school operated by the Corporation. Community candidates must possess recognized skills or knowledge that are of benefit to the school. Community Candidates may submit petition to the Board for appointment. Appoint of Community Trustees is at the discretion of the Board.

Section 7. APPOINTMENTS OF FACULTY DELEGATES. Faculty will meet at the end of the school year to appoint no more than two (2) delegates to the Board of Trustees for each school operated by the Corporation to serve as advisors to the Board. Faculty Delegates shall have full rights to participate in Board discussions, serve on Board committees, and advise Trustees on matters of business enumerated by Article VII of these Bylaws. Faculty Delegates shall adhere to the provisions of Article IX of these Bylaws. The Faculty retain the rights to appoint new or replacement Delegates at their discretion.

Section 8. NO USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for Trustee than can be elected, no corporation funds may be expended.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death, resignation, or removal of any Trustee; (b) the declaration by resolution of the Board of Trustees of a vacancy in the office of a Trustee who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Trustees; or (d) the failure of the members, at any meeting of members at which any Trustee or Trustees are to be elected, to elect the number of Trustees required to be elected at such meeting; (e) the failure of a parent member to have a child attending a school operated by the Corporation.

Section 10. RESIGNATION OF TRUSTEES. Except as provided below, any Trustee may resign by giving written notice to the Chair of the Board, , or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Trustee's resignation is effective at a later time, the Board of Trustees may elect a successor to take office as of the date when the resignation becomes effective. The Board may modify the date of resignation at its discretion.

Section 11. TRUSTEE MAY NOT RESIGN IF NO TRUSTEE REMAINS. Except on notice to the California Attorney General, no Trustee may resign if the corporation would be left without a duly elected Trustee or Trustees.

Section 12. REMOVAL OF TRUSTEES. Any Trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950, *et seq.*, as said chapter may be modified by subsequent legislation) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Trustee shall be filled as provided in Section 15.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Trustees may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the affirmative vote of a majority of the trustees then in office at a regular or special meeting of the Board, or (b) a sole remaining trustee. The newly appointed Trustee, will serve for the remainder of the original term, and, as with any Trustee, will have the option of seeking re- appointment.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES. Any reduction of the authorized number of Trustees shall not result in any Trustees being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF TRUSTEES MEETINGS. Meetings shall be held at the principal office of the Corporation or a designated school operated by the Corporation. The Board of Trustees may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 16. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Trustees and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The Board of Trustees shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees.

Section 17. REGULAR MEETINGS. Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 18. SPECIAL MEETINGS. Special meetings of the Board of Trustees for any purpose may be called at any time by the Chair of the Board of Trustees, if there is such an officer, or a majority of the Board of Trustees. If a Chair of the Board has not been elected then the President is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to each Trustee and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Trustees shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.

- b. Notice by mail shall be deemed received five business days after a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 20. QUORUM. A simple majority of the Trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by majority vote based upon the presence of a quorum. Should there be fewer than a simple majority of the Trustees present at any meeting, the meeting shall be adjourned. Trustees may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 21. TELECONFERENCE MEETINGS. Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates or is chartered;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and

¹ This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 22. ADJOURNMENT. A majority of the Trustees present, whether or not a quorum is present, may adjourn any Board of Trustees meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 23. COMPENSATION AND REIMBURSEMENT. Trustees may not receive compensation for their services as Trustees or officers, only such reimbursement of expenses, as the Board of Trustees may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 24. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Trustees then in office, may create one or more committees, each consisting of two or more Trustees and any number of non-Trustees, as established by the Board, to serve at the pleasure of the Board. Appointments to committees of the Board of Trustees shall be by majority vote of the authorized number of Trustees. The Board of Trustees may appoint one or more Trustees as alternate members of any such committee, who may replace any absent member at any meeting. The Chair of the Board shall be an ex-officio member of any committee. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Trustees' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Trustees or any committee of the Board;
- c. Fix compensation of the Trustees for serving on the Board of Trustees or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Trustees that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Trustees or appoint the members of committees of the Board;

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- g. Expend corporate funds to support a nominee for Trustee if more people have been nominated for Trustee than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Trustees has a material financial interest.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

Section 26. NON-LIABILITY OF TRUSTEES. No Trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President ("Executive Director"), a Secretary, and a Chief Financial Officer ("Business Manager"). The corporation, shall also have a Chair of the Board, a Vice-Chair of the Board, and may have one or more Vice-Presidents, one or more assistant secretaries; a treasurer, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Vice-Chair of the Board, Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Trustees and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Trustees may appoint and authorize the Chair of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Trustees may remove any officer with or without cause. An officer who was not chosen by the Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. When a Chair of the Board of Trustees is elected, he or she shall preside at the Board of Trustees' meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time. If there is no President, the Chair of the Board of Trustees shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. When a Chair of the Board of Trustees is elected, there shall also be a Vice-Chair of the Board of Trustees. In the absence of the Chair, the Vice-Chair shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall facilitate at all Board of Trustees' meetings. The President shall have such other powers and duties as the Board of Trustees or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Trustees present at Board of Trustees and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Trustees that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to Trustees such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Trustee at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Trustees may designate; (b) disburse the corporation's funds as the Board of Trustees may order; (c) render to the President, Chair of the Board, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Trustees for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX ROLE, CONDUCT, AND DUTIES OF A TRUSTEE

Section 1. ROLE OF A TRUSTEE. Board members serve as trustees of the Corporation, entrusted with helping to guide the Corporation and its future. Trustees participate in the group process to make decisions and take actions based on what is best for the Corporation as a whole, in keeping with our vision, mission and charters, and not based on a personal agenda.

Section 2. FIDUCIARY RESPONSIBILITIES.

- a. Duty of Care: Each Trustee shall perform their duties, including duties as a member of any committee, in good faith, with candid actions and active participation, including asking questions to help make informed decisions. Trustees shall act the way a reasonably prudent person would in a like position and under similar circumstances.
- b. Duty of Loyalty: Trustees shall place the Corporation's interests over any other organization's interests or personal interests.
- c. Duty of Obedience: Once the board's decisions or actions are final, each Trustee shall support and implement the decisions; and shall not undermine them, publicly or privately.

Section 3. CODE OF CONDUCT. All Trustees agree to abide by the following:

- a. Trustees will practice and maintain a respectful, courteous attitude in all interactions with other Trustees and guests, both verbally and non-verbally.
- b. Trustees will take turns speaking with show of hands, will focus on the speaker, and will avoid side conversations.
- c. No Trustees will speak for, or in the name of, the Board unless by explicit direction of the Board (Board Chair and Executive Director have this explicit direction, by virtue of their positions).
- d. When a Board decision has been reached, all Board members, including those who may have voted against the decision, will support that decision until it is amended or rescinded by the Board.
- e. Confidentiality on matters regarding personnel, student and family information, site negotiations and other areas is critical. Such confidentiality is both a legal requirement and an ethical necessity. Trustees will be trained in the importance of confidentiality and will sign the Board of Trustees Oath of Office. Board members must use discretion in all communications. If confidentiality is violated, the member may be removed from the Board.

Section 4. DUTIES OF A TRUSTEE. The duties of a Trustee include, but are not limited to, the following:

- a. Abide by these Bylaws.
- b. Support the Charter, vision and mission of the organization.
- c. Attend and participate in Board meetings on a regular basis
- d. Attend and contribute to auxiliary functions as necessary (charter authority meetings, festivals and school activities as appropriate).
- e. Faculty Delegates relay information to and from Faculty .
- f. Accept at least one committee assignment and/or serve in an officer position and serve actively.
- g. Prepare for meetings by reading all relevant material provided in advance.

**ARTICLE X
CONTRACTS WITH TRUSTEES**

Section 1. **CONTRACTS WITH TRUSTEES.** The Corporation shall not enter into a contract or transaction in which a Trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Trustees are Trustees have a material financial interest).

**ARTICLE XI
CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Policy have been fulfilled.

**ARTICLE XII
LOANS TO TRUSTEES AND OFFICERS**

Section 1. **LOANS TO TRUSTEES AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any Trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Trustee or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XIII
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

**ARTICLE XIV
INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Trustees, officers, employees, and other agents, to cover any liability asserted against or incurred by any Trustee, officer, employee, or agent in such capacity or arising from the Trustee's, officer's, employee's, or agent's status as such.

**ARTICLE XV
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XVI
INSPECTION RIGHTS**

Section 1. TRUSTEES' RIGHT TO INSPECT. Every Trustee shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any Trustee may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Trustees and committees of the Board of Trustees at any reasonable time for a purpose reasonably related to the Trustee's interest as a Trustee. Any such inspection and copying may be made in person or by the Trustee's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Trustees at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Trustee, furnish to that Trustee a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XVII
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Trustees shall cause an annual report to be sent to itself (the members of the Board of Trustees) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

**ARTICLE XVI
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Trustees may adopt, amend or repeal any of these Bylaws by a majority of the Trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the charter schools operated by the Corporation or make any provisions of these Bylaws inconsistent with the charters of those schools, the Corporation's Articles of Incorporation, or any laws.

**ARTICLE XVII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

**CERTIFICATE OF
SECRETARY**

I certify that I am the duly elected and acting Secretary of the Golden Valley Schools for Education Renewal, a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, inclusive of this certification, are the bylaws of this corporation as amended by the Board of Trustees on; and that these bylaws have not been amended or modified since that date.

Executed on November 18, 2020 at Orangevale, California.

Brittany Kilby, Secretary of the Board of
Trustees

Appendix E: Site Safety Plan

Emergency Preparedness Plans
Comprehensive School
Safety Plans



GOLDEN VALLEY
ORCHARD SCHOOL

GOLDEN VALLEY ORCHARD SCHOOL (GVOS) SAFETY PLAN

(UPDATED 02/09/24)

School: Golden Valley Orchard School

Principal: Becky Page

School Site Council Chairperson: Becky Page

Approved on: _____

- All teachers should have updated Safety folders available in a visible and accessible location.
- Fire evacuation routes **posted in all rooms.**

- These pages to be updated yearly:
 - Crisis response team (page 11)
- These trainings to take place yearly:
 - Train Designated Section Leaders on Duties (see page 13)
 - Fire drill training
 - Lock down training (teachers and students)
 - Earthquake training
- These tasks are to take place at the beginning of each school year:
 - Check and restock Emergency Supplies
 - Check and restock Classroom First Aid Kits
 - Check expiration and restock batteries.
 - Update Emergency Folders
 - Update Health Alerts in Teacher’s Lounge and in Safety plan
 - Pre-Emergency Preparedness check

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CALLING FOR ASSISTANCE

BEFORE you call for officer assistance:

- Have emergency cards of involved parties available for correct spelling, grade level, and any other information that may be requested by dispatch.
- Be prepared to answer these BASIC questions:
 - What happened?
 - How many people are/were involved?
 - When did the incident happen?
 - Where did the incident happen?

Who was involved and description of person(s)

Missing Students:

- Physical description
- Clothing description
- Where and when was student last seen?
- Have parents been contacted?
- Custody/Restraining Order on file?

Out of control Parent/Student:

- Is the person threatening anyone?
- Is the person endangering self or others?
- Have parents been contacted?

If a vehicle is involved:

- Description of vehicle
- License number of vehicle
- Number and description of occupants
- Location of vehicle

If a weapon is involved:

- What type of weapon is it?
- Has the weapon been secured? By whom?
- Where is the weapon now?
- Who if known

If an explosive device is discovered:

- Where is it?

- What does it look like?
- What safety measures have you taken? Lockdown? Evacuation?

If a bomb threat is received:

- Exact time of call
- Exact words of caller
- Voice description: child, adult, male, female, calm, angry, accent
- Did you recognize the voice?

IF YOU ARE BEING PHYSICALLY THREATENED OR ARE IN ANY OTHER KIND OF IMMINENT DANGER, CALL Sheriff Emergency line: 916-874-5111 OR 9-1-1 FIRST – THEN CALL SHERIFF DEPT.

- Nature of emergency
- Have parents been contacted?
- If injured, where was party transported?
- Who accompanied the injured party to hospital?

School Contacts

| | | |
|--------------------|--------------------------|----------------|
| Becky Page | Principal | (916) 597-6861 |
| Jamie Rives | Administrative Assistant | (916) 203-1408 |
| Claudia Maniscalco | Administrative Assistant | (916) 224-8227 |
| Lana Lutsyk | Head Custodian | (916) 944-9566 |
| Paula Watson | HR Manager | (916) 792-1981 |
| River Campus | | (916) 987-6141 |

Golden Valley Orchard School, 6550 Filbert Ave, Orangevale, CA 95662, (916) 987-1490
Central Office, 1000 River Rock Dr, Suite 220, Folsom, CA 95630, (916) 597-1478

Emergency Contacts

| | | |
|---------------------------------|-------------------------|----------------|
| Suspected child abuse | Call CPS | (916) 875-5437 |
| Suspected child molest | Call Sheriff’s Dispatch | (916) 874-5115 |
| Child removal for CPS | Call Sheriff’s Dispatch | (916) 874-5115 |
| Animal control issues | Call Animal Control | (916) 875-5656 |
| Traffic Control | Call CHP | (916) 338-6710 |
| Maintenance & Operations Issues | Call M&O | (916) 971-7000 |
| Truant Student | Call Student Services | (916) 597-1025 |
| Potential Poisoning | Poison Control | 1-800-222-1222 |

In Orangevale:

Emergency (916)874-5111

Sheriff Dept. to make a report
 Sheriff Dept. Non-emergency

(916)875-5484
 (916)874-5115

Other Emergency Numbers

| <u>Emergency</u> | <u>Agency To Call</u> | <u>Telephone Number</u> |
|---|---|----------------------------------|
| Gas Outage or Leak | PG&E (Emergency) and 24-Hour Service | (916) 383-2323 1-800-743-5000 |
| Electric Outage or Emergency | Sacramento Municipal Utilities Department | (888) 456-7683 |
| Sheriff's Office | Non-Emergency Number | (916) 874-5115 |
| Sacramento Co. Public Works: | General Problems | (916) 875-4311 |
| | Road & Sidewalk Maintenance | 311.saccounty.gov |
| | Sewer & Water Maintenance | |
| | Animal Control | |
| Fire Dept, Station 22 | | (916) 566-4000 |
| Traffic (Driving Over Lawns, Speeding, Auto Theft, Suspicious or Abandoned Cars, Drag Racing) | California Highway Patrol | (916) 338-6710 |
| Road Conditions | Recorded Message | (916) 445-7623 |
| | Non-Recorded Message | (916) 455-5710 |

Medical Facilities Phone Numbers

| <u>Facility</u> | <u>Address</u> | | <u>Telephone #</u> |
|-----------------------------------|----------------------------|--------------|--------------------|
| Kaiser Hospital (Main) | 2025 Morse Ave. | General Info | (916) 973-5000 |
| | | Emergency | (916) 973-6600 |
| Kaiser Medical Center (Roseville) | 1600 Eureka Rd. | General Info | (916)784-4000 |
| | | Emergency | (916) 784-5390 |
| Mercy Hospital (General) | 4001 J St. | General Info | (916) 453-4545 |
| | | Emergency | (916) 453-4424 |
| Mercy Hospital (Folsom) | 223 Fargo Way | General Info | (916) 983-7400 |
| | | Emergency | (916) 983-7470 |
| Mercy San Juan | 6501 Coyle Ave. | General Info | (916) 537-5000 |
| | | Emergency | (916) 537-5120 |
| Sutter General Hospital | 2820 L St. | General Info | (916) 454-2222 |
| | | Emergency | (916) 733-3003 |
| Sutter Memorial Hospital | 52 nd and F St. | General Info | (916) 454-3333 |
| | | Emergency | (916) 733-1000 |
| Sutter Roseville Med Center | 333 Sunrise Ave. | General Info | (916) 781-1000 |
| | | Emergency | (916) 781-1533 |
| (Level 2 Trauma Center) | | | |
| UCD Medical Center | 2315 Stockton Blvd. | General Info | (916) 734-2011 |

Safety Folder

Classroom Emergency Information

The center section of your classroom Safety Folder (red and green) should contain site-specific plans.

Please insert the following (examples included):

- School Crisis Response – Roles and Responsibilities
- Emergency Signals
- Evacuation Maps
- Lockdown Procedures
- Shelter In-Place Procedures
- Earthquake Procedures
- Student Checkout Form
- Confidential Student Medical Information & Provisions for Students with Special Needs.
- Site Safety Team and Update Verification of Emergency Folder
- Roll Sheets and/or Emergency Cards (elementary)

GVOS – CRISIS RESPONSE

Evacuation Site

1st Playground Black-Top

2nd Filbert St. parking lot

Incident Management Team & Duties

| | | |
|--|------------------------------|------------|
| Incident Commander | Becky Page | ██████████ |
| Back-up Incident Commander | Heather Peery, Faculty Chair | ██████████ |
| Search and Locate | Sandra McCann | ██████████ |
| | Margie Bailey | ██████████ |
| Parent Liaison | Jordan Watkins (Todd) | ██████████ |
| | Claudia Maniscalco | ██████████ |
| Logistics | Lana Lutsyk | ██████████ |
| | Sammie Edlow | ██████████ |
| Campus Safety Liaison | Jamie Rives | ██████████ |
| | Daniel MacKinnon | ██████████ |
| Public Information Spokesperson | Becky Page | ██████████ |
| | Caleb Buckley | ██████████ |
| Designated Teacher Leaders | Upekkha Evans | ██████████ |
| | Chelsea Nealy | ██████████ |
| | Michelle McDonough | ██████████ |
| Incident Log Scribe | Jamie Rives | ██████████ |
| Others to Help | Cristina Doyon | ██████████ |
| | Christopher Fryer | ██████████ |
| | Janice Oliver-Iraci | ██████████ |
| | Zachary Phillips | ██████████ |
| Facilities Chief | Lana Lutsyk | ██████████ |

Incident Commander:

- Coordinate with, and provide support to, the designated Incident Coordinator (Sheriff, Fire, EMS Director).
- Assist emergency personnel to maintain established perimeters.
- Monitor and support school site/responsible for:
 - Student staging areas (classrooms).
 - Parent/Guardian housing and communication.
 - District/Media communication.

Search and Locate Coordinator:

- Gathers information – classroom rosters/attendance sheets.
- Coordination of locating missing students/staff including sweep of restrooms, hallways, & fields.
- Communication with Incident Coordinator & Designated Teacher Leader.
- Assist Parent Liaison with documented student medical and/or parent /guardian pick-up location. Assist Teacher Leaders with student supervision.

Parent Liaison:

- Establish & direct parents/guardians to staging area.
- Provide emotional support & information to parents/guardians.
- Work closely with crisis team to provide coordination for student pick-up as required. Coordinate with Incident Coordinator/School director to provide physical support to parents/guardians (water, seating, counseling, etc.)

Logistics:

- Custodial –
 - Provide support to Incident Coordinator & emergency personnel.
 - Communication with M&O.
 - Site utilities – shut off/on.
- Other staff (media techs, specialists, Instructional Aids) -
 - Transportation/Loading of busses.

Campus Safety Liaison:

- Gather information regarding staff/students requiring emotional support.
- Identify emerging school related problems requiring immediate attention.
- Work closely with liaison & provide support to Crisis Team members.
- Establish holding area & provide supervision for medically fragile/injured staff or students in coordination with emergency medical personnel.

Public Information Spokesperson:

- Establish media staging area (pre-made signs in homeroom by emergency kit).
- Establish one source of information for the media.

- Gather basic information (what, who, when, where). Avoid speculating about cause. Don't assign blame.
- Focus on what you are doing to assure public safety, fix the problem, and restore service. Be positive. Let people know you are in control.

Designated Teacher Leaders:

- Supervise defined wings/areas (per school emergency maps).
- Maintain basic emergency supplies (refer to Disaster Plan Section see page 28).
- Supervise rooms/classes in their area.
- Supervision of students – assembly, shelter.
- Accountability – release of students (see form).
- Organize coverage for rooms without staff present.
- Primary communicator to office/Incident Coordinator.

Incident Log Scribe:

- Maintains information system to document & coordinate parent/guardian pick-up and student departure from campus.
- Maintains records of visitors.
- Positioned in command center.

Designated Section Leaders

- | | |
|----------------------------|--------------------|
| • Wing 1 (Room 13 – 16) | Upekkha Evans |
| • Wing 2 (Room 9 – 12) | Michelle McDonough |
| • Wing 3 (Room 6 – 8, & 5) | Christopher Fryer |
| • Historic Wing (Room 1-4) | Chelsea Nealy |

Duties:

- Oversee, as needed, evacuation/lock-down of assigned rooms.
- Serve as communication link in case of power outage, loss of phones/intercoms. Use cell phones to communicate with the office and disseminate to nearby staff.
- Relay information to office/command center.

Facilities Chief

Site Custodian or Head Custodian assigned by San Juan.

GVOS COMPREHENSIVE SAFE SCHOOL PLAN

2023-2024

Section I: About GVOS

Golden Valley Orchard School (GVOS) is a tuition-free K-8 public charter school inspired by Waldorf education. GVOS grew out of Golden Valley Charter School (GVCS) which was formed by a group of homeschooling parents in 1998. In 2014, GVCS split into two schools, and GVCS II, now GVOS, moved to its current Filbert campus with grades kindergarten through four. GVOS has since grown into a K-8 school.

As a community of teachers and families, we seek to nourish and educate the whole child — head, heart and hands — by stimulating the intellect, fostering wonder and respect, and developing the child’s active will. Our dedicated faculty and staff are committed to Waldorf educational values and ongoing Waldorf training. Our Kindergarten and grades teachers hold a California credential and receive on-site mentoring by master Waldorf teachers. We are deeply committed to the reformation of public education through the charter school movement. Charter schools are public schools which are endowed with the freedom to employ innovative teaching methods, are responsive to students’ needs and are held accountable for student achievement. We offer this through our curriculum inspired by Waldorf education.

Section II: A Shared Vision and Mission Statement

Our vision is that each student becomes a self-directed life-long learner with the support of a community of peers, teachers and parents. We envision that through a whole-child approach to learning, student curiosity, enthusiasm and effort will enable all children to reach the fullest expression of their individual potential.

MISSION STATEMENT

We, the parents and faculty of the Golden Valley Charter School, share a vision for our children. We invite you to become an active participant in creating this vision, as part of our cooperative community. We are a learning community of parents, teachers and children where:

- Parents and children are life-long learners.
- Families are encouraged to share their skills and talents.
- The community comes together in cooperative projects and festivals.
- Families are supported by parent education forums; and Parents and faculty collaboratively govern the school.

We provide evolving Waldorf methods curriculum that:

- Uses a whole-child approach to support children's physical, intellectual and emotional development in a non-sectarian environment.
- Is sensitive to children's developmental needs and their individual navigation of developmental stages.
- Fully incorporates music, arts, crafts, movement, drama, handwork, foreign languages, and creative play.
- Uses poetry, legends, folk tales, mythology, and histories to deliver the curriculum.
- Teaches respect for others and the environment.

Section III: Areas of Pride and Strength

Our community provides a nurturing educational environment that inspires children to learn. Many of our parents support the school through volunteering in school activities and embracing shared values at home. They are supported by the school through class meetings, parent workshops and seasonal festivals. This partnership between school and family creates the village which is the foundation for children's success.

Our kindergartens provide a loving environment conducive to learning through exploration and play under the guidance of caring teachers. Children learn songs and verses and hear fairytales and folktales rich in vocabulary and imagery. They participate in practical and artistic activities including baking, painting, drawing, modeling, and handcrafts in a weekly rhythm. They honor the changing seasons through story, poetry, movement games and festival celebrations.

Our engaging curriculum is designed to awaken each child's full and unique potential. Teacher-developed lessons are delivered orally, through rich and lively storytelling, evoking emotions and developing the imagination. Students write and illustrate their own "text" books. Academic subjects – language arts, reading, mathematics, science and social studies – are integrated with art, music, speech recitation, movement and practical activities. Students attend Spanish language, watercolor, music, movement and handwork classes taught by subject specialists.

Section IV: Areas of Change and Stated Goals

Component 1: Emergencies

Goal 1: Ensure all individuals on campus at GVOS are safe.

Objective 1-1: School staff will participate in monthly fire drills.

Objective 1-2: School staff will practice procedures for a lockdown and/or shelter in place in case of an emergency.

Objective 1-3: School Staff will be trained on being a mandated reporter for suspected child abuse.

Goal 2: Ensure that appropriate supplies are available and accessible during an emergency.

Objective 2-1: Ensure that the school “Go Kit” (first aid kit, e-cards, bullhorn/walkie talkies, Office emergency folder, employee emergency folder, student medication) is complete and updated annually.

Objective 2-2: Ensure that CPR masks are present and accessible in the appropriate classrooms.

Goal 3: Ensure that all adults and children on Field Trips are safe.

Objective 3-1: Ensure that roster with teacher cell phone number, exact route of walk and all participants is presented to office before class departs for walk.

Component 2: Physical Environment

Goal 1: To increase awareness about bullying on campus and how to address it.

Objective 1-1: Utilize our Principal and teachers to speak to students about bullying, how to report it when it happens and how to follow up to ensure that it doesn't continue.

Objective 1-2: Message the importance of reporting bullying on campus through avenues such as the Community Newsletter and school/district websites

Goal 2: To increase safety before and after school as students enter and exit campus.

Objective 2-1: Those who drop off or pick up students at the loop on Central Avenue will wait in their car and students will exit or enter on the passenger side of the car.

Objective 2-2: A crossing guard will be stationed at the crosswalks in the loop on Central from 8:00 am – 8:15 am and 3:00 pm until 3:25 pm to escort students across the lot.

Objective 2-3: Parents in K-2 grades will drop off and pick up their student at the classroom. Parents will use crosswalks when entering school grounds.

Goal 3: Decrease vandalism occurring on campus.

Objective 3-1: Work with staff to help identify repeated problem

Objective 3-2: Have fire and security system installed and running.

Section V: Sharing the School Safety Plan

The GVOS Safe School Plan will be shared through various means that include but are not limited to the following:

- Safety Committee will review plan by first Wednesday in February.
- BOT will review and approve the plan by March 1.
- The School Safety Plan will be posted on the Golden Valley website for the community to view.
- The School Safety Plan will be located in the Site Emergency Plan Binder.
- The CO will be sent one electronic copy.

EMERGENCY PREPAREDNESS

Golden Valley Orchard School’s emergency preparedness procedures will be discussed with school personnel before school starts and at various times throughout the school year at staff meetings. A current copy of the procedures will be available in the school office.

It is the responsibility of the Incident Commander or a designee to schedule emergency drills throughout the year. Other staff may be asked to help. Drills will be conducted periodically, and a record of the date and time will be kept in the office. Those drills are:

- Evacuate/Fire Drill
- Lock Down/Take Cover
- Earthquake Drill
- Shelter-in-Place

Emergency Response Plan

In the event of an emergency, Golden Valley Orchard School has established an “Emergency Response Plan.” Below is a description of the major “Crisis Centers” that will be established during an emergency situation.

Command Center

The “Command Center” will be directed by the Incident Commander of the “Emergency Response Team” and will be responsible for coordinating the Emergency Response Plan.

PRIMARY LOCATION: Main Office

SECONDARY LOCATION: Room 2 - Teacher's Lounge

The Command Center will be equipped with:

- First aid supplies
- Emergency tools and equipment
- School maps (shut off valves and detailed room maps)
- Student emergency cards
- School Safety Plan

Medical Center

The “Medical Center” will be coordinated by the Campus Safety Liaison and it will be the area used to treat injured students or staff. The Logistics Liaison is responsible for making sure that medical supplies are delivered and that appropriate medical procedures are established.

PRIMARY LOCATION: MP ROOM

SECONDARY LOCATION: Room 5

Media Center

The Media Center will be used for all media personnel as an information center. The Public Information Spokesperson will be responsible for directing all media personnel to the Media Center and to coordinate media releases/interviews with the Incident Commander.

PRIMARY LOCATION: Central Ave. North side of school in parking lot
OFF CAMPUS LOCATION: Divine Savior Church, 9079 Greenback Ln, Orangevale

Agency Center

The Agency Center will be used for all law enforcement, fire, or other personnel as an activity coordination center. The Logistics Liaison will be responsible for directing all appropriate outside personnel to the Agency Center. The Logistics Liaison will also coordinate law enforcement, fire, or other relevant activities with the Incident Commander.

PRIMARY LOCATION: Main Office
SECONDARY LOCATION: Room 2 – Teacher's Lounge

Parent Center

The Parent Center is designed to communicate information to parents during an emergency situation. The Parent Liaison should direct all parents to the center; communicate with the Command Center regarding student accountability and help calm parents.

PRIMARY LOCATION: Multi-purpose room
OFF CAMPUS LOCATION: Divine Savior Church, 9079 Greenback Ln, Orangevale

CIVIL DEFENSE PROCEDURES

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in the area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm. In addition, schools will receive warning through telephone communications from the local county office.

Emergency Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is essential if we are to provide maximum protection for students and school staff. In order to be better prepared, it is imperative that emergency plans be current and that the staff, students, and parents be informed of their responsibilities following a major disaster.

There are FIVE emergency signals that should remain standard in emergency situations:

Evacuate/Fire

This will be initiated by the standard fire alarm or cadence bell. Each teacher has a folder with the red front and green back which contains class lists and an emergency preparedness manual. Teachers should evacuate their classrooms according to the evacuation maps in their classrooms or the current location, i.e. Multipurpose room, library, etc.

Take the following steps:

- Lead your students along the route indicated on the evacuation map.
- Close and unlock the door behind you.
- Take your Safety Folder with you.
- Students need to be instructed to move quickly, quietly, and in a single file line to their meeting place.
- Teachers are to take roll after evacuating the buildings and assembling in the appropriate evacuation area. Students should remain quiet.
- If all students are accounted for and there are no injuries, the teacher will hold up the green side of the folder.
- If a student is missing, a student is injured, or a student who is not in enrolled in that class is with that class, the teacher will hold up the red side. The teacher will fill out the "Individual Room Life Survey." This will be picked up by the Principal.
- If any of your students are with a specialist, that specialist will escort them to their meeting place.
- Do not re-enter the school until you hear the "all-clear" signal.
- Office staff will exit offices when alarm sounds and check bathrooms, hallways, multi-purpose room and classes.

Lock Down/Take Cover:

The LOCK DOWN procedure is used in situations when there is a high likelihood of imminent danger to students or staff. Examples are an intruder on campus or dangerous person in the area. LOCKDOWNS are initiated by the Principal or designee. They are usually made with the recommendation from Law Enforcement, although this is not a requirement.

A LOCK DOWN will be initiated by a series of short blasts using the bell system along with the announcement “LOCK DOWN, LOCK DOWN, LOCK DOWN” through the phone. This requires that the teachers lock their doors, close and cover their windows, and direct students to take cover under their desks or on the floor away from the windows. As much as possible, everyone should be out of sight.

If you hear “RING- RING -RING ...”, OR “LOCK DOWN, LOCK DOWN, LOCK DOWN” ... **Initiate lock down procedures!!!**

- Get all students to the first/closest lockable room.
- If you have a door that opens to an adjacent room, lock it as well.
- Look for and gather any students who may be near your room and bring them into the security of that room.
- Your classroom should remain locked until further instructions are delivered over the intercom. **Do NOT open your door during a LOCK DOWN for any reason!!!**
- Pull curtains and lock doors. Cover ALL windows including door window.
- Take roll using roster in front of Safety Folder and Individual Room Life Surveys.
- Identify/list missing and injured students.
- Identify/list extra students sheltered in classroom (student name and teacher name).
- Wait for designated contact in the office/command center to call you, then report status (“all present,” “all present plus student A from teacher B’s classroom,”) etc.
- Remain in room with door locked until all-clear signal is given.

REMEMBER: If a student is not in your room when a LOCKDOWN is ordered, it means that the child has been directed into the nearest secure room. Wait to be called from the office to report missing or extra students using the Individual Room Life Survey.

Earthquakes

In the event of an earthquake, do not wait for instructions; have students take cover immediately.

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover and be prepared to move with it.

- Hold the position until the ground stops shaking.
- When initial shaking stops, Incident Commander or designee sounds alarms to evacuate the building.
- Follow Evacuate/Fire procedures previously described

If outdoors:

- Move away from buildings, poles, overhead wires and trees.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Be prepared to duck and cover again due to aftershocks.
- Staff to follow emergency procedures previously described.

Shelter-in-Place

The SHELTER-IN-PLACE procedures are used when there is a moderate possibility of danger to students and staff were they to remain outside or in a non-secure location. Examples are inclement weather such as lightning storms or tornadoes which may be headed toward the area. SHELTER-IN-PLACE can also be a possible precursor to a LOCK DOWN scenario.

A SHELTER IN PLACE will be initiated by an announcement over the PA system. Classes should continue as usual. However, if classes are outside, they must return to their classroom or other secure location. Staff may move around freely but should be aware that a LOCK DOWN may be called at any time. STUDENTS ARE NOT PERMITTED TO LEAVE THE TEACHER'S SUPERVISION.

Preparation: Pre-Emergency Preparedness

Being prepared for an emergency is the best prevention to an emergency situation arising and in the event of an emergency situation arising, preparedness will minimize the injuries and better ensure the safety of students, staff, and the community. Additionally, routine checks of potential hazards can bring to light potential problems and liabilities. In order to make certain Golden Valley Orchard School is a safe environment for all, several steps will be routinely taken to assess hazards. These will be performed by the Incident Commander or designee and include:

- Evaluation of the interior and exterior portions of the school buildings as well as school grounds.
- Proximity of toxic, flammable, corrosive, chemically reactive, or radioactive material.
- Proximity of high voltage power lines.
- Probable safety of evacuation areas after a quake; proximity of gas, water, sewer lines.
- Interior hanging fixtures.
- Windows particularly near doorways.
- Bookcases and shelving within classrooms as well as all objects on shelves and cabinets.
- Stability of water heaters

GENERAL DISASTER PLANS

Whenever we have any type of disaster, the first concern is for the safety of the students. Here are general guidelines to assist you in a variety of disaster situations:

Fire

- The location of the fire is determined by an adult on campus.
- The Incident Command structure is put into effect.
- The Incident Commander or designee will phone 911.
- The Search and Locate Coordinator picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
- Incident Commander or designee sounds the fire alarms.
- Staff to follow emergency procedures previously described.
- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Flood/Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school. The Incident Commander will assess the situation and make an announcement over the PA or megaphone with instructions.

Electrical Failure

Incident Commander or designee will notify the electrical company (SMUD) at 888-456-7683. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored. Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Gas Line Break

- Incident Commander or designee will notify PG&E at 800-743-5000.
- Incident Commander or designee will notify the Fire Department at 916-566-4000
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Water Main Break

- Incident Commander or designee will notify the water department at (916) 874-6851
- Facilities Chief shuts off water.
- Incident Commander or designee notifies the police.

- Incident Commander determines if it is necessary to initiate emergency procedures to evacuate students and staff.

Water Contamination

- Incident Commander or designee will instruct teachers to move students away from drinking fountains and sinks.
- Incident Commander or designee will notify San Juan USD.
- Incident Commander or designee will notify the water department at 916-874-6851.
- Facilities Chief will turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

- Block or rope off area – DO NOT TOUCH ANYTHING.
- Evacuate room and contact M&O (916-971-7000) to TURN OFF air conditioning system.
- Notify school office and Facilities Chief of the incident - contact 911 if necessary.
- Facilities Chief should check for chemical safety data to determine clean up procedure.

If Outdoors:

- Upon hearing of a chemical leak (usually from the fire department or other city office) the Incident Commander will determine if students should be evacuated.
- Move away from buildings, poles and overhead wires.
- Close doors and windows and TURN OFF air conditioning system.
- If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Bomb Threat

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

- Notify Incident Commander immediately.
- Try to obtain information from the caller such as where the bomb is, when it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

- Notify Incident Commander immediately.
- Do not touch the object but note any identifying features to describe it to the Incident Commander and emergency crews.

In all cases:

- If Incident Commander determines to evacuate, staff follows emergency procedures previously described.
- Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
- If you see any suspicious object, steer clear of it and report it to the Incident Commander and/or any outside emergency agency that has responded.
- Follow all outside emergency agency and bomb squad directives.
- NO USE of radios, walkie-talkies and phones as the frequencies may set off the bomb(s). Use landline only.

Explosion

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from the windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms.
- Hold the position until directed to leave the building.
- Staff to follow the emergency procedures previously described.

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Death/Suicide

- Incident Commander will be notified in the event of a death or suicide on campus.
- Incident Commander or designee will phone 911.
- Incident Commander will initiate a SHELTER-IN-PLACE.
- Incident Commander operating under the authority of Law Enforcement will notify relatives where the victim(s) have been taken and not divulge unnecessary details.

- Incident Commander or designee will ensure that counseling services are available as soon as possible.

Intruders/Vicious Animals

- Call the school main office and the incident commander or designee will evaluate the situation and take appropriate action (i.e., contact Police or animal control agency).
- The appropriate Alert signal will be initiated (i.e. Evacuate, Lock Down. or Shelter-in Place.)
- Notify office of who is with you, if possible.
- All students outside of the building are to be quietly and cautiously led into the building.
- Wait for further instructions from administration and/or police/animal agency.

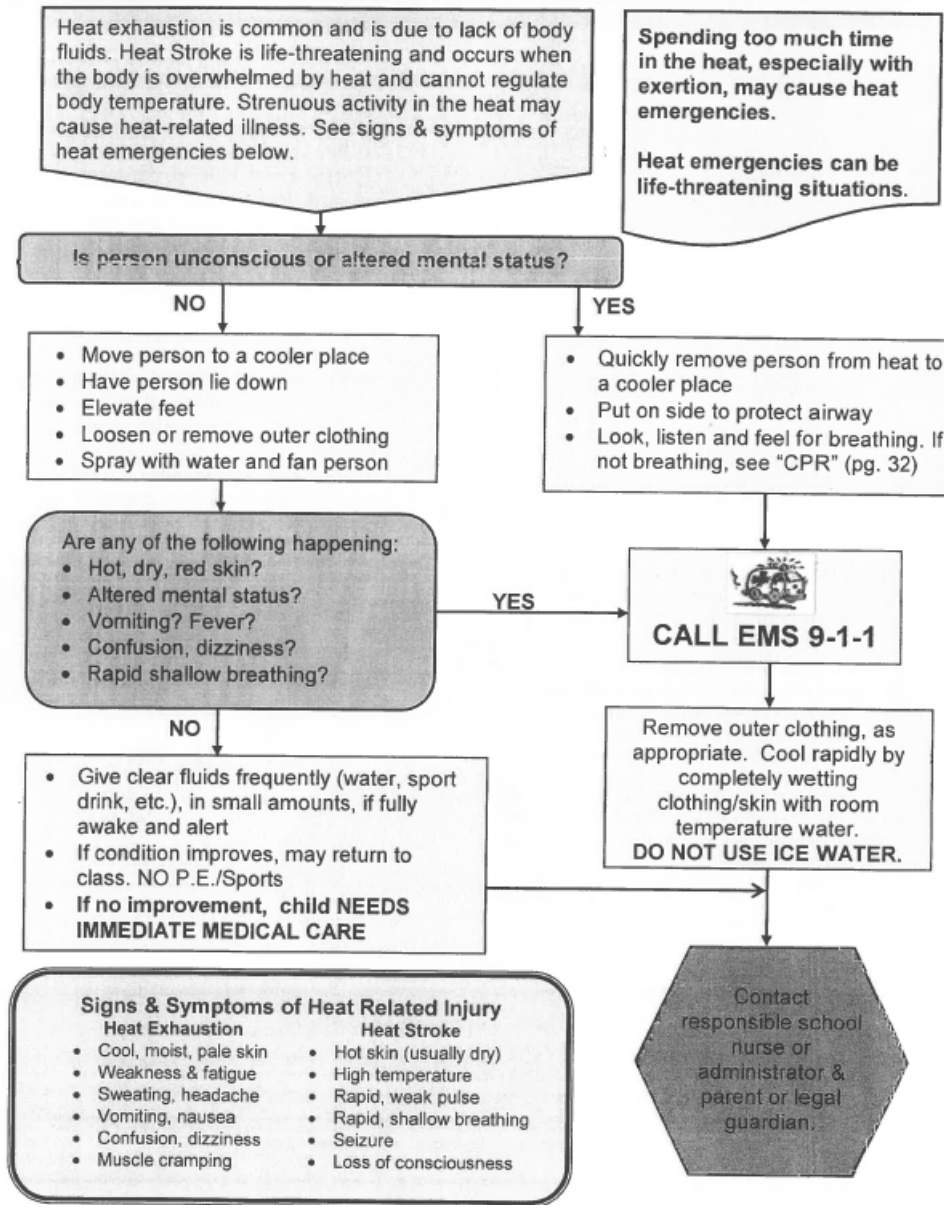
Poor Air Quality

- Monitor Air Quality Recommendations through Sparetheair.com
- Follow Guidelines from [Sacramento Metropolitan Air Quality Management District](#).
- Office notifies faculty of poor air quality and recommendations.
- Outdoor activities such as recess, games, gardening, extra movement and extracurricular activities will be rescheduled or occur indoors.
- Executive Director will determine if school closure is necessary due to poor air quality.

Heat Index/Illness

- Monitor Heat Index through weather.org or phone application
- Follow Guidelines from [Child Care Weather Watch \(c-uphd.org\)](#)
- Office notifies faculty of poor heat index and recommendations.
- Outdoor activities such as recess, games, gardening, extra movement and extracurricular activities will be rescheduled or occur indoors.
- Executive Director will determine if school closure is necessary due to poor heat index.
- Heat Illness Identification:

HEAT EXHAUSTION/HEAT STROKE



Protocol for Opioid Overdose:

- **Knowing the signs of an overdose:**
 - Falling asleep or losing consciousness
 - Doesn't respond to stimuli like shouting, a pinch or sternum rub
 - Slow, weak or no breathing
 - Choking or gurgling sounds
 - Limp body
 - Cold and/or clammy skin
 - Discolored skin (especially in lips and nails)
 - Small, constricted "pinpoint pupils"

- Call 9-1-1 for medical assistance
- Call parents
- **Sharing treatment resources**, like the 24/7 National Helpline— 800-662-HELP (4357).

Dangerous, Violent, or Unlawful Activity

- Call emergency Lockdown/Shelter-in-Place/Evacuation
- Call 9-1-1
- Communicate via cell phone to any group off campus (field trip or walking field trip)
- If dangerous, violent or Unlawful activity occurs during a field trip/nature walk:
 - Evacuate students/instruct chaperones to escort students to a safe space
 - Call 9-1-1
 - Call school to inform when students are safe and secure
 - School will notify CO and parent body when able

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

All emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Pregnant
- Have broken bones or other physically limiting injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheel chairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed critical medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents. Staff associated with students meeting above or other special assistance needs shall be made aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life-saving medication has been created. The identification of persons requiring assistance and their respective assistance needs, including a list of medications, is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

The information is maintained and available through:

- All office personnel are responsible for updating
- Student information will be added/deleted as our office receives information

Students with Life Threatening Health Concerns

CONFIDENTIAL

| <u>Student Name</u> | <u>Health Concern</u> | <u>Care Plan</u> |
|---------------------|-----------------------|------------------|
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Special Needs Students – Describe:

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SITE SAFETY TEAM

The comprehensive Safe Schools Plan will be evaluated and revised annually by the Site Safety Team. The plan will be submitted by the first Wednesday in February to the Board of Trustees for approval. The final product will be submitted for approval to the San Juan Unified School District's Board of Education.

This plan will be available in the school office for public inspection. Annually, parents/guardians will be notified and invited to attend BOT meetings which review the plan.

2023 – 2024 Safety Team Members:

Administrator: Becky Page

Certificated: Heather Peery (Faculty Chair)

Classified: Claudia Maniscalco

Classified: Jamie Rives

Parent/Guardian/Community member: Jenny Wroblicky

Update Verification of Emergency Folder

Completed

(Date): 08/09/23

By: Jamie Rives

Purpose

The purpose of the Site Safety Team is to maintain a safe environment that promotes mutual respect and personal responsibilities, accepting of all cultures, and conducive to learning. The committee monitors and maintains school spirit and physical conditions of the school.

Membership

Representatives should include the following:

- Parent
- Administrator
- Classified Representatives
- Credentialed Teacher

Responsibilities:

- Maintain a safe environment that is conducive to learning.
- Maintain a school atmosphere that has a high morale, positive relationships amongst school personnel based upon mutual respect, trust, and caring and building cohesive school spirit.
- Develop, implement, and maintain school rules that are understood by all and are uniformly and consistently enforced.
- Monitor the maintenance, cleanliness, and custodial care of the building and grounds.
- Foster school community members who understand, appreciate, and feel pride in their backgrounds and cultural heritages, and are sensitive and able to work with people of different cultures.

Leader: Principal

Control of Agenda: The leader will determine the agenda items with input from staff members via their committee representative.

Annual Goals

The committee will support the school’s vision, mission, core values, and academic improvement plan by:

- Promoting a positive school environment.
- Promoting a trusting and respectful community.
- Making success something valued and appreciated.
- Ensuring Safety on campus for all Students, Staff, Parents and Community Members

Attendance: Regular attendance is expected at all scheduled meetings. Attendance will be noted in meeting minutes.

Frequency of Meeting: Once per quarter, or as needed.

Safety Drills

| Evacuation/Fire Drill | | | | |
|------------------------------|-----------------|-------------|-------------------------------------|----------------------------------|
| Month | Day/Date | Time | Total Evacuation Time Length | Administrator’s Signature |
| August | | | | |
| September | | | | |
| October | | | | |
| November | | | | |
| December | | | | |
| January | | | | |
| February | | | | |
| March | | | | |
| April | | | | |
| May | | | | |
| Earthquake Drill | | | | |

| Month | Day/Date | Time | Length of time | Administrator's Signature |
|------------------|----------|------|----------------|---------------------------|
| | | | | |
| | | | | |
| Lockdown Drill | | | | |
| Month | Day/Date | Time | Length of time | Administrator's Signature |
| | | | | |
| | | | | |
| Shelter-in-place | | | | |
| Month | Day/Date | Time | Length of time | Administrator's Signature |
| | | | | |
| | | | | |
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| Medical Emergency Drill | | | | |
|-------------------------|----------|------|----------------|---------------------------|
| Month | Day/Date | Time | Length of time | Administrator's Signature |
| | | | | |
| | | | | |
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EMERGENCY ROLES OF STAFF

Sites Administrator

The site administrator has the overall responsibility for the organization and development of the school safety plan, in accordance with district policy and education code. The site administrator should work to engage and involve all stakeholders in the development, refinement, and practice of this plan.

In an emergency, the leadership of the site administrator is important, but if the situation develops in the absence of this person or persons, all staff should be trained and empowered to act to implement the plan to ensure the safety of everyone on campus.

Classroom Teacher

Classroom teachers' primary responsibility is for the safety and welfare of their pupils.

The teacher will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- In accordance with the school site program, provide instructions for the pupils in techniques of survival and the emergency procedures they must follow during actual operation and practice of the plan.
- Understand and put into practice the psychology of handling pupils and parents during an emergency.
- Have readily accessible a list of students in their charge with pertinent data, phone numbers, and siblings.
- Make all emergency data and plans available to a substitute teacher.
- Have a sense of permission to act independently, if necessary, based upon emergency needs to ensure student safety.
- As public employees, staffs are by law “Disaster Service Workers” when so assigned. (California Governmental Code, Title 1, Division 4, Chapter 8, Section 3100).

Support Staff (Certified and classified)

Support staff should work in unity with site leadership. In some cases, individuals may have specific assignments. As public employees, they are by law “Disaster Service Workers” when so assigned.

The support staff will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- Act to support emergency operations to ensure student control in the event of a problem.
- Report and be available to react to site needs based upon the judgment of the school leadership team.

LIST OF EMERGENCY SUPPLIES AND EQUIPMENT

| <u>Custodial closet:</u> | <u>Office storage room:</u> | <u>Homeroom:</u> |
|--------------------------|-----------------------------------|---------------------------------|
| Ax | Batteries for emergency equipment | Can opener (manual) |
| Crowbar or pry bar | Blanket (wool) | Kleenex (1 box) |
| Gloves (leather) | Blanket (emergency) | Masking tape (1 roll) |
| Hose (50 foot) | Cups (paper) | Pail |
| Hammer | Flashlight | Paper Towels (1 package) |
| Matte Knife | Gloves (vinal) | Plastic garbage bags |
| Rope | Goggles | Plastic water container |
| Saw (multi-use) | Kleenex (1 box) | Pot to boil water |
| Screwdriver (multi-use) | Hammer | Radio: AM-FM (battery operated) |
| Shovel | Matte Knife | String |
| | Masking tape (1 roll) | Tarp |
| | Matches | Toilet Paper |
| | Pail | |
| | Paper Towels (1 package) | |

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| | Plastic garbage bags Radios: Two-way ("walkie-talkies") Rope Saw (multi-use) Screwdriver (multi-use) String Wire Wire cutters Wrench | |
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First Aid Kit *Location of Emergency Supply Box: Office Counter Drawer; Homeroom, Mindfulness room, and Room 5

| | | |
|---|--|--|
| First aid manual Ace bandage Antiseptic wipes Antibiotic Ointment Aspirin Bandages Biohazard packs Band aids Butterfly closures Benadryl Blood stopper | CPR Barrier Cotton tipped applicators Eye patch Eye Wash Finger brace Foil blanket Gauze pads – various sizes Gauze rolls Gloves Hand sanitizer Instant ice packs Masks – adult and child sized | Medical tape Medical scissors Pen light Sling Sugar packets Technu Tweezers Tongue depressors Tourniquet Tylenol Various sized Small gauze pads Whistle |
|---|--|--|

***List of Emergency classroom supplies:** In entry way to classroom

| | | |
|---|---|--|
| Antiseptic wipes Ace bandage Band aids-various Butterfly closures CPR Barrier Cotton tip applicators | Eye patch Gauze pads - Large Gauze pads - Small Gauze roll Gloves (vinyl) | Instant ice packs Medical tape Tongue depressors Technu (for classes that go on nature walks) |
|---|---|--|

CRISIS COMMUNICATION

Media Briefing tips for Spokespersons

Refer all media inquiries to the Central Office at 916-597-1478. In most cases, the Central Office will respond to the inquiry directly leaving you free to manage your school or program during a crisis. School Site employees are not to speak on behalf of Golden Valley Charter Schools without authorization from the Executive Director. If you are asked to serve as a spokesperson, here are a few helpful tips:

1. Keep answers simple and succinct. Avoid education or technical terms, jargon, or acronyms.
2. Never say “No comment.” If you can’t answer, explain why. “We haven’t learned the cause of the problem at this point. We are continuing to investigate the situation.”
3. Do not go “off the record.” Everything you say is subject to publication or broadcast.
4. Do not speculate, conjecture, or guess. If you don’t know the answer, say “Let me check on that and I’ll get back to you.”

5. Define what you are doing rather than defending it. Say “Let me explain how we are fixing the problem...” rather than “this is why we are doing it this way...”
6. Go into the briefing with one or two positive statements – what is being done to correct the problem. Emphasize and re-emphasize that point at every opportunity. It is perfectly OK to repeat yourself – several times if the opportunity arises. Stay “on message” at all times.
7. Remember that reporters want to know who was involved, what happened, when it happened, how it happened, where it happened, who is affected, and when service will be back to normal. They may ask why it happened, but early in the crisis they don’t expect you to be able to answer the why.
8. Take questions one at a time and answer one question at a time.
9. Be compassionate. Show concern for those directly affected by the crisis. If someone has been injured or killed, begin your statement with words of compassion. “We are deeply saddened because one of our employees/students has been seriously injured. We are doing everything possible to assist his/her family at this difficult time.”
10. Do not disclose personal information about students or staff.

Checklist for Compliance with Education Code Sections 32280-32289

| Requirements for a Comprehensive School Safety Plan | Federal Requirement | Requirement Met | Comments |
|---|---------------------|-----------------|----------|
| <p>1. Plan is written and developed by the Safety Planning Committee. The School Safety Planning Committee is made up principal/designee, teacher, parent of child who attends the school, classified employee, others.</p> | | | |
| <p>2. Planning committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan.</p> | | | |
| <p>3. The comprehensive school safety plan includes, but is not limited to:</p> <p>(a)An assessment of the current status of school crime at the school and at school related functions. You may accomplish this by reviewing the following types of information:</p> <ul style="list-style-type: none"> i. Reviewed Accountability Report Card data ii. Office Referrals iii. Attendance rates/SARB data iv. Suspension/Expulsion data v. Local law enforcement juvenile crime data vi. California Healthy Kids Survey data vii. Property Damage data x. School Improvement Plan | | | |

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| (b)An identification of appropriate strategies and programs that provide/maintain a high level of school safety. | | | |
| 4. The Site Safety Team committee reviewed and addressed , as needed, the school’s procedures for complying with existing laws related to school safety: | | | |
| a) Child Abuse Reporting Procedures (See District Policy) | | | |
| b) Suspension/Expulsion procedures (See District Policy) | | | |
| c) Teacher notification of dangerous pupil behavior (See District Policy) | | | |
| d) Sexual Harassment and discrimination policy (See District Policy) | | | |
| e) Dress Code , including prohibition of “gang-related” apparel (Insert school dress code) | | | |
| f) School rules and procedures for discipline (See District Policy, insert school rules) | | | |
| g) Hate crime reporting procedures and policies (See District Policy) | | | |
| h) A safe and orderly environment conducive to learning at the school (Insert school philosophy, climate and prevention plans, including Bullying Prevention and Response Plans and Protocol) | | | |
| i) Procedures for safe ingress and egress of pupils, parents, and employees from school site (insert procedures and/or maps) | | | |
| j) Crisis Response Plan Insert Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils | | | |

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| <p>with disabilities and the following:</p> <ul style="list-style-type: none"> i) Earthquake emergency procedures that includes a school building disaster plan ii) Drop procedures (students and staff take cover). Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools. iii) Protective measures to be taken before, during and after an earthquake a program to ensure that pupils and staff are aware of and are trained in the earthquake emergency procedures system. | | | |
| <p>5. Verify completion and maintain a copy of Crisis Response Plans for before and after school programs on your campus.</p> | | | |
| <p>6. School Site Safety Team communicated the school safety plan by inviting the public and holding a meeting at the school site</p> | | | |
| <p>7. Verification that the school safety plan was evaluated (approved by BOT) at least once a year and revised by March 1 of current year.</p> | | | |

| Other Safety Requirements | Requirement Met | In Progress | Not Started | Comments |
|--|-----------------|-------------|-------------|----------|
| <p>8. Safety Folders in every classroom with current site updates/health conditions/ verification by teacher completed.</p> | | | | |
| <p>9. Safety Folders in office for every administrator and clerical staff. Students with life threatening health conditions listed. Care plans on file.</p> | | | | |

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| <p>10. Make Office Staff aware of guidelines on Crisis Response Procedures.</p> | | | | |
| <p>12. Rapid Responder data update request (new personnel and safety plan changes) you may make changes if you prefer.</p> | | | | |
| <p>13. Log of fire, earthquake and lockdown drills with response times noted. Copies of logs to be attached.</p> <p><u>Fire Drill (Evacuations)</u> per Ed Code section 32001</p> <ul style="list-style-type: none"> i. Elementary – monthly ii. Middle School – 4 times per year iii. Secondary – 2 times per year <p><u>Lockdowns (recommended)</u></p> <ul style="list-style-type: none"> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year <p><u>Earthquake (recommended)</u></p> <ul style="list-style-type: none"> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year | | | | |
| <p>14. Medical Emergency Drill: Hold and log Medical Emergency Drill each sports season including: use of first aid/epi pen use, AED, emergency procedures, contacting first responders.</p> | | | | |

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| <p>15. Site Safety Team Members Selected</p> <ul style="list-style-type: none"> i. Administrator ii. Teacher iii. Classified Representative iv. Parent iv. Student (High School) | | | | |
| <p>16. Calendar Regular Meetings of Safety Team/Safe School Task Force Dates.</p> | | | | |
| <p>17. Review Site Disaster Procedures with Staff</p> | | | | |
| <p>18. At least one tabletop exercise conducted with staff. Scenarios may be provided for your use.</p> | | | | |
| <p>19. Visitors must register in the office; signs posted at entrances. Does staff monitor the visitor check in? Does the office issue visitor pass?</p> | | | | |
| <p>20. Make sure evacuation routes are posted.</p> | | | | |
| <p>21. Provisions made for individuals with disabilities for evacuations and lockdown locations.</p> | | | | |
| <p>22. Off-site evacuation and Parent Reunification Sites identified.</p> | | | | |
| <p>23. Intercom/Bells (Volume Adequate) working in classrooms. Contingency plan (buddy system/2-way radios) if a bell is not functioning due to construction/malfunctioning.</p> | | | | |
| <p>24. Traffic directions for pick-up and drop off visible to make parking lot traffic flow as efficient as possible.</p> | | | | |
| <p>25. Buildings or outside equipment related to heating, cooling, fuel or chemical storage clearly marked and secured.</p> | | | | |
| <p>26. Hazardous chemicals secured and marked.</p> | | | | |

Safety Review Date: December 18, 2023 and February 9, 2024

In Attendance: Jamie Rives, Claudia Maniscalco, Jenny Wroblicky, Heather Peery, Becky Page

Comments: _____

MANDATED REPORTER FOR CHILD ABUSE POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

With concern for the total well-being of each student, the GV Board of Trustees directs the employees of GVOS to report known or suspected incidences of child abuse in accordance with state law. GVOS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVOS and any other employees designated by law as a "childcare custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists and other classified employees and any other employees designated by law as a "childcare custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law and for purposes of this regulation, includes the following:
 - a. Physical abuse resulting in a non-accidental physical injury.
 - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
 - c. Sexual abuse including both sexual assault and sexual exploitation.

- d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
 - e. Severe corporal punishment.
2. "Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report: Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.
 3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
 4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

1. ***Report by telephone immediately to any of the following numbers:***

In-Family Abuse (including live-in boyfriend or girlfriend)
Child Protective Services – (916) 875-5437

Third Party Abuse (i.e., neighbor, babysitter, school employee) in the event that an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Sheriff - Patrol Officer – (916) 874-5115

Child Abuse Bureau – (916) 874-5191

Sexual Assault/Child Abuse Division – (916) 264-5771

2. **Submit a written Suspected Child Abuse Report** on PC form 11166 within 36 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

a. **Keep a copy of the report** for your protection in a confidential file. Do not file or record in student's record.

b. **Send a copy of the report to the agency** to which you reported by telephone.

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

c. **Notify the principal of the report.**

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms

1. A copy of the completed child abuse report form shall be kept at the school
2. The copy of the completed report form shall be stored in a locking file cabinet in a location normally set aside for keeping records of a confidential or sensitive nature.

3. Report forms shall be held for a period of seven years from the date of the report.
4. Completed child abuse report forms shall not become part of the cumulative record and shall not be transferred.
5. Access to report forms by school personnel shall be limited to those needing to show proof that the report was made and to those who are engaged in gathering statistical data regarding child abuse. Those gathering statistical data shall not reveal the name, address, telephone number or any other data that might lead to identification of any individual named on the report form. Data gathering shall be limited to month and year the report was filed, reason for report (e.g., child abuse, child neglect, sexual abuse), and age or grade of the child. No information shall be kept by the school regarding the disposition of the report.
6. An access log shall be kept in the locking file cabinet in which completed child abuse reporting forms are stored. Any person seeking access to child abuse reporting forms is required to first receive permission from the principal or designee of the school. Upon receiving permission for access to the completed child abuse report(s) based on the conditions cited herein, any person seeking access shall record on the access log his/her name, the date the report(s) were reviewed, the purpose for access, his/her title, and the specific report(s) reviewed.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six months or by a fine of not more than \$1,000 or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

1. Meet and greet CPS worker/officer; introduce yourself to them using your title.
2. Check ID and ask for business card.
3. Respond to questions from worker/officer regarding student(s).
4. Make arrangements for worker/officer to interview student. The child must be presented the option of being interviewed in private or selecting an adult who is a member of the school staff to be present at the interview. Reassure the student that the worker/officer is there to help them. The worker/officer will inform student of their right. (Required by law to do so.)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. If a staff member is present during the interview, they must be prepared to leave if it facilitates the interview. The CPS worker/officer will conduct the interview according to their best judgment--listen to them! The purpose of the staff person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible; however, the member of the staff so elected shall not participate in the interview unless the worker requests the staff persons participation.
2. Request feedback from law enforcement and/or Children's Protective Services.
3. After the conclusion of the interview, assess student's ability to return to class.
4. Do not notify parents/guardians until you have cleared it with the worker/officer.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Principal or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

When School Employees Are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parents/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with school policies and regulations. The Principal or designee should consult with legal counsel in implementing either suspension or dismissal.

ANTI-HARASSMENT / DISCRIMINATION / RETALIATION PREVENTION POLICY

(Board Approved 11.09.2016)

Golden Valley Charter Schools (GVCS) is an equal opportunity employer and is committed to providing a work environment free of harassment, discrimination, retaliation and disrespectful, bullying, or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

It also prohibits discrimination, harassment, disrespectful, bullying or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics. In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in work place investigations.

All such conduct violates GVCS' anti-harassment/discrimination and retaliation policy.

Harassment Prevention

GVCS's policy prohibiting harassment applies to all persons involved in the operation of the school. GVCS prohibits harassment, disrespectful, bullying or unprofessional conduct by any employee of the school, including supervisors, managers and co-workers as well as parents, vendors, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and any other persons with whom you come into contact while working.

Prohibited harassment, disrespectful, bullying or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;

- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.

No Discrimination

GVCS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the school's operations. The school prohibits unlawful discrimination against any job applicant, employee, volunteer, unpaid intern or independent contractor by any employee of the school, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations as defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the school is not obligated to disclose the wages of other employees.

No Retaliation

GVCS will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, report your complaint to your supervisor or to: any other school administrator, the HR Manager, Executive Director, or the business manager as soon as possible after the incident. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the HR Manager. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It is preferred that you report your complaint in writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy as soon as possible so that your complaint can be resolved in a fair and timely manner.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the HR Manager of the school so GVCS can resolve the complaint.

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, GVCS cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by GVCS to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

STUDENT BEHAVIOR POLICY

(Board Approved March 13, 2019)

Golden Valley Charter School is committed to creating a safe and nurturing learning environment for every student. We are equally committed to helping our students grow into healthy, happy, responsible adults. In order to respect, care for and work with others; students must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a student acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Our approach emphasizes *compassion, consistency and responsibility*.

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to California State Education Code (48908):

Student Behavior Guidelines

In order to provide a school environment that fosters cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.
6. Parental concerns about the implementation of this policy shall be shared directly with their student’s teacher.

7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students' behaviors with parents.
8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.

Consequences for Misbehavior:

At all Golden Valley Schools, consequences for misbehavior begin in the classroom. Repetitive misbehavior will initiate increasing consequences that will involve student, parent, teacher and additional personnel, as needed. Below is an outline of the process from classroom management to expulsion. These procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances. **Please note that some actions are grounds for immediate suspension or expulsion (see list below).**

1. Classroom Management for Student Behavior

Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first parent meeting. Additionally, a written copy of the class expectations for Special Subject classes will be distributed to all parents.

Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan.

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

2. Referral and Parent-Teacher Conference

Referral

If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral (Student Behavior Report and Action Plan) may be sent home with the student describing this behavior. Teacher will follow this up with a phone call to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and the parents will assist the student in developing a plan to correct the behavior (see Referral Form). It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. It is the parents' responsibility to see that the student returns this signed referral to the school the following day. **Either the parent or the teacher may request a telephone or personal conference.**

Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. If both parents and teacher agree, the student may be included in the meeting. Student participation is encouraged, when appropriate. A behavior plan may be developed at this time. The teacher or parents may request the principal be present. Parents may request that other individuals be present at the conference.

3. Suspension

Upon receiving a third, sixth and ninth referral, a student may be suspended from school.

The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension (California Ed Code 48900). These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self defense
- Attempting, threatening to cause or participate in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using 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, e-cigarettes, vape pens, etc., exclusive of physician's prescriptions.

- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.
- Committing an act of sexual harassment. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (California Ed Code 212.5)
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaging in or attempting to engage in hazing, as defined in California Ed Code 48900
- Engaged in an act of bullying, defined as severe or pervasive physical and verbal acts or conduct, including written or electronically transmitted material, which can reasonably be predicted to have the effect(s) of: fear of harm to person or property, detrimental effects on physical or mental health, interference with academic performance, and interference with the ability to participate in or benefit in the services, activities, or privileges provided in school.

If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The student may return to school after a suspension once a follow-up SST meeting with the teacher and/or administrator stipulating the conditions of the student's return has taken place. During this meeting a behavior plan may be developed.

Student Success Team (SST) Meeting

At any time, the teacher deems it necessary or in accordance with the Student Behavior Policy, upon a third referral, an SST Meeting will be convened to support the student and their needs. The meeting will consist of the student's parents, classroom teacher, administrator, as well as other teachers and support staff, if needed. The team will work to cultivate healthy classroom, playground, and social behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Special Needs Students and Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

4. Expulsion

Should the above steps and Due Process not prove to correct the student's behavior after 3 suspensions, expulsion may be recommended.

Due Process Summary

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:

"The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

1. Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or designee's concurrence.
2. Brandishing a knife at another person.
3. Sale of drugs.
4. Committing or attempting to commit sexual assault or battery."

Clearing Referrals

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student's cumulative file.

SUSPENSION/EXPULSION POLICY

(Approved by the Board of Trustees 04-23-08)

Purpose

The purpose of this policy is to outline the procedures used for suspension and/or expulsion of a student.

Definitions (as used in this policy)

- “Board” means governing body of the Charter School.
- “Expulsion” means disenrollment from the Charter School.
- “School day” means a day upon which the Charter School is in session or weekdays during the summer recess.
- “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board 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. “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
 - “School” means the Charter School.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance at the School or at a School sponsored event at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause 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 a certificated school employee, with the Principal or designee's concurrence.

- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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 same as 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.
- 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 and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 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 or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- 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.

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures.

Informal Conference

- Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.
- The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- This conference shall 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 incarceration or hospitalization.
- No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

- Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

- Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.
- The expulsion hearing will be presided over by the Board Chairman or the Chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.
- Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
 - ✓ The date and place of the expulsion hearing
 - ✓ A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
 - ✓ A copy of the School's disciplinary rules which relate to the alleged violation
 - ✓ Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school 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 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 confront and question all witnesses who testify at the hearing
 - ✓ The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

- **Record of Hearing**
 - ✓ 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 complete written transcription of the proceedings can be made.
- **Presentation of Evidence**
 - ✓ While 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 Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.
 - ✓ Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or 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.
 - ✓ The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing.
- **Written Notice to Expel**

The Principal or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board of Trustees' findings of fact, to the student or parent/guardian. This notice shall include the following:

 - ✓ Notice of the specific offense committed by the student.
 - ✓ 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 with the School.
 - ✓ The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:
 - The student's name
 - The specific expellable offense committed by the student.
 - Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, 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.

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 following a meeting with the Principal and the pupil and guardian or representative, 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 Principal shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

This policy supersedes all previous policies related to personnel policies.

This policy exists in the Employee Handbook, GVCS School Policies and Procedures binder and Personnel Policies and Procedures binder in the business office

FIELD TRIP POLICY

(Approved by the Board on 01/16/2019)

Class field and study trips away from the school site are considered a regular part of the instructional program and are designed to meet the educational and/or social needs of a particular class. School-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interest among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board of Trustees believes that careful planning can greatly enhance the value and safety of such trips.

Off-Campus Field Trips and Athletic Events

1. Off-Campus student trips for the purpose of educational enrichment or athletic competition are considered field trips or athletic events.
2. The principal shall approve all off-Campus Field Trips or Athletic Events. The principal shall not approve activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.
3. All field trip destinations involving out-of-state travel shall require the prior approval of the Board of Trustees. The principal may approve other trips that are out of state but within a 50-mile radius of a school site or pre-approved locations designated by the Board of Trustees.
4. The principal shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips as well as a careful fiscal plan for each trip. Other school employees and parent/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings. The teacher will be in charge of all aspects of the trip while away from school.
5. In advance of a field trip, teachers shall determine educational objectives, which relate directly to the curriculum. Teachers also shall provide appropriate instruction before and after the trip.
6. The ratio of adults to students on school-sponsored trips that require motorized transportation and/or are overnight events (i.e.: camping on the school grounds) shall be at least one to five. The ratio of adults to students on walking field trips shall be at least one to ten.
7. School personnel, adult chaperones and the children in the class may participate in the field trip. Children who are not enrolled in the class may not participate in class field trips.
8. Students must have written parental permission in order to participate in trips requiring transportation. (CA Education Code 35350). Parents will assure all documentation of any medical information, allergy, or diet restrictions.
9. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. Teachers will provide the office

with a list of students participating in the trip, absent students and nonparticipating students (with the name of an alternate teacher responsible for students not attending the field trip) prior to departure.

10. No student shall be prevented from access to the field trip because of lack of sufficient funds (CA Education Code 35330)
11. Parents shall be notified in advance of all Field Trips to allow time for financial planning and gathering of supplies. Guidelines for costs and timelines shall be designated by Administration.
12. Regarding the 8th Grade Field Trip: the total length of the trip is not to exceed seven days, Ideally, it is arranged so that the trip only involves five school days and students have one day rest before returning to school. The principal has discretion to approve the dates and length of the trip, within these parameters. Class parents do not attend this trip unless no other suitable chaperones can be found, and then with the principal's approval.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit. All emergency contact information, medical information, allergy, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.
2. Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043). All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.
3. Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

Supervision

1. Students on approved trips are subject to all school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide all adult chaperones that accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be assigned a prescribed group of students and shall be responsible for the supervision of these students' activities.

5. Drivers/Chaperones shall abide by the Adult Code of Conduct, Volunteer Policies, and Chaperone Agreement.
6. Drivers/Chaperones must follow the route prescribed by the teacher.
7. Drivers/Chaperones will be cleared through the Live Scan process.
8. Drivers/Chaperones will provide a copy of their DMV record, required insurance coverage, and TB clearance.
9. Teachers and Chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
10. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor whenever possible.
11. The principal may exclude from the trip any person whose presence on the trip would pose a safety or disciplinary risk.

Trips that include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of one to five ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming Activities:
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b. The teacher, employee, or agent of the school shall inspect swimming facilities for safety hazards. Any hazards will be remedied or mitigated before commencing with swimming or wading, per the teacher, employee, or agent of the school.
 - c. Lifeguards must be designated for all swimming activities. Lifeguards must be Red Cross certified or equivalent and must be at least 18 years old.
 - d. The ratio of the adult chaperones to students shall be at least one to five.
 - e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - f. Emergency procedures shall be included with the written instructions to adult chaperones and staff.
 - g. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - h. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

GOLDEN VALLEY CHARTER SCHOOLS
ADMINISTRATIVE REGULATIONS-DRESS CODE

(Approved by the Administration 2018.04.19)

The scope of education provided at Golden Valley Charter School encompasses more than just the curriculum; it extends into consideration of the school environment as well. We ask parents to support our desire to create a healthy learning environment by sending your children to school in appropriate school attire. As part of this dress code, we ask that your child come to school in clean and tidy clothes with hair that is neat and clean. We ask that all students follow the dress code when attending school and all school functions including field trips, dances, festivals, and any other GVCS sponsored trips or events.

The teacher will have final say in all area of the dress code, and parents may choose to have a more restrictive dress code for their children.

Kindergarten and Grades 1-5 Dress Code Regulations:

- Stripes, plaids, florals, patterned, abstract-designed or solid-colored clothing ONLY. No images or clothing related to death, violence, drugs, or media may be worn.
- Shirts that endorse a GVCS-sponsored event may be worn. (i.e. Pentathlon, Medieval Games, GVCS shirts or GVCS basketball jersey)
- Dresses, skirts and shorts must not be shorter than mid-thigh.
- Hair should be natural in color (no dyed, bleached, highlighted or otherwise colored hair).
- Piercing of ears only. Jewelry and accessories must not interfere with learning or safety.
- No visible tattoos, fingernail polish, or make-up.
- Shoes which firmly attach to feet must be worn at all times on campus. Shoes should be appropriate for active play. No lighted or roller shoes. Logos on shoes must be small and discreet.
- All clothing must fit properly, and all underwear must be covered.
- Hats designed to shade the children from the sun or to keep warm are encouraged and must be free of logos.
- All accessories, including but not limited to backpacks, totes, and lunch boxes must follow the above dress code guidelines.

6th and 8th Grade Dress Code Regulations

In order to acknowledge their stage of development, 6th - 8th graders have been given more liberty in their choice of dress. It is very important that teachers, parents, and students exercise good common sense and respectfully dialogue, considering not only their personal desires, but also our environment and community.

The class teacher will have final say in all areas of the dress code, and parents may choose to have a more restrictive dress code for their children.

- Students may dye or highlight their hair using a natural hair color.
- Nail polish may be worn.
- Makeup may be worn. Excessive makeup is not allowed. Makeup, nail polish or anything else that has to be applied to one's skin must be done at home and not on campus.
- Words on clothing must be in the language of the Virtues and are left to the discretion of the class teacher.
- All other regulations are the same for all students.

Consequences for Violating the GVOS Dress Code:

The following procedures and consequences for dress code violations have been established and apply to all GVCS students. Any child sent to school inappropriately attired will need to follow the procedure outlined below. The three violations are considered to be within the school calendar year.

First violation: The teacher will explain the violation to the student and send the student to the office with a written notice indicating the violation. When the student reports to the office, he/she will be asked to remove the inappropriate attire and replace it with clothing supplied by the school. The student either accepts the replacement garment and returns back to class, or he/she declines the clothing and is sent home (Please see note below re: suspension.) The office staff will log the violation in a logbook and keep the item of inappropriate clothing until the end of the day at which time the student will come and pick it up. Finally, the parents will receive a “Dress Code Violation Form” sent home with the student to be signed and returned to the Class Teacher the next day.

Second violation: (Same as above) In addition, a meeting will take place between the student and the Principal and the parents will be notified by phone. Dress Code Policy 3 of 3

Third violation: The teacher will send the student to the office with a written notice indicating the violation. When the student reports to the office, a staff member will then call the parent to pick up their child from school. A meeting between the student, parent(s), class teacher and Administrator will occur. Note: Students who refuse to change their clothing will be seen as willfully disobedient which is a violation of Education Code 489000(k) and may result in suspension or other disciplinary actions.



Body and undergarments must be covered and not seen through clothing.

EMPLOYEE SECURITY

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

Employees shall promptly report any student attack, assault or threat against them to their principal or other immediate supervisor. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

The report also shall be forwarded immediately to the Executive Director or designee, who may act as liaison between the employee, the police, and the courts.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

Employees injured as a result of an assault must notify the Human Resource Department and complete any necessary forms.

Employees whose personal property has been stolen or damaged must file a claim with the Human Resource Department.

Required Notice Regarding Violent Students

The Executive Director or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury that requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. (Education Code 49079)

Teachers shall receive the above information in confidence and disseminate it no further. (Education Code 49079) Teachers may be subject to discipline for divulging such information to persons who are not entitled to it.

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. This file shall be kept at the school which the student attends. The principal or designee shall notify the teacher in writing when such a student is assigned to his/her class/program and ask the teacher to review the student's file in the school office. This notification shall not name or otherwise identify the student.

The principal or designee shall keep a record of the above notification. Teachers who will be notified are those who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors.

Dealing with Confrontational Adults

The following sequential guidelines should be followed whenever possible to resolve this type of situation:

1) Individual who is angry or confrontational:

On a first-time basis, an individual who enters the office or school campus agitated or angry should immediately be escorted to a school office and be dealt with privately. When the adult is in your office, the following points should be covered:

- Discuss the need for reasonable dialogue and do not allow belligerent threatening, or profane dialogue to continue.
- Explain the need for the school to maintain a calm educational environment and the policies/laws available to ensure school personnel to be treated in a non-threatening fashion.
- Give the individual the choice of calmly explaining his/her position or to put concerns in writing so a follow up conference can be scheduled.
- If the individual's self-control is in question, include more than one adult in the meeting or ask the individual to return for an appointment when he/she is able to discuss the concern in a calm manner.

2) Individuals who have habitually confronted staff in a belligerent fashion:

- He/she should be notified, with witnesses present, that their behavior is disruptive, threatening, and unacceptable, and that if a dialogue is to continue on the campus, he/she needs to immediately gain control to himself.
- If the individual fails to do so, he/she must be directed to leave the campus. Inform the individual that a communication will be coming from the school to clarify future meetings or visitations. Assure the individual that he/she will be given the opportunity to share his/her concerns, but it will have to be in a calm environment.
- If the individual persists in a confrontational manner, contact 911 and direct the individual to leave the campus. Inform the individual that a Sheriff has been contacted to ensure the safety of the campus.

- If the individual appears to be irrational and not in complete control, the administrator or secretary should contact 911 without informing the individual. The administrator should maintain the situation until the Sheriff arrives.
- Upon either the departure of the individual or the arrival of the Deputy, the individual should be verbally notified that he/she is not to return to the campus without first contacting the Principal for an appointment.

3) Controlling Future Encounters:

Verbal communication to the individual in question should be handled immediately by phone or in person. State that his/her presence on the campus is viewed as disruptive to staff and/or students and that he/she is being denied access to the campus without prior approval from the Principal. All required school communications will be provided in written form or in a controlled environment, i.e., at the Central Office, special meeting, etc.

When you have an individual who continually causes problems on or around the school property, you may request that a Letter of Restricted Visitation be sent to the parent. Please follow the guidelines:

- Attempt to resolve the problem with the parent before seeking the letter as a resolution.
- Discuss the situation with your Director to determine if there are other ways to resolve the problem. If it is agreed that the Letter of Restricted Visitation is the only way to resolve the problem, your Director should consult the Legal Services Department for wording and formatting assistance.
- A copy of the letter should be kept on file in the Schools Office.

If future threatening communications or visitations should continue, call 911. The Administrator will be expected to file appropriate charges and Legal Services will attempt to obtain a restraining order to prevent future intrusions onto the school campus.

CONCLUSION:

The guidelines described are sequential and should be implemented at the least confrontive level. It is important to work with parents who can be calmed down and not assume that all angry adults are necessarily individuals who have a penchant for confrontations with those in authority. It is critical that site personnel work with their Director or other appropriate personnel to coordinate their efforts to assist in assessing both the history of the confrontational individual and the nature of each situation. Each individual situation is unique and requires flexibility and a controlled response from the staff members who are engaged in the situation.

INJURY AND ILLNESS PREVENTION PLAN

Title 8 California Code of Regulations Section 3203

RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) primary administrator, Becky Page, has the authority and the responsibility for implementing and maintaining this program for the Golden Valley Orchard School. The alternate program administrators are Jamie Rives and Eowyn Cole.

Managers and supervisors are responsible for implementing and maintaining the program in their work areas and for answering your questions about the program. A copy of this program is available in the administrative office, site offices, and from each manager and supervisor.

The Management of Golden Valley Orchard School and is committed to the implementation and maintenance of an effective IIPP to ensure your health and safety. In addition, every employee is responsible for their own safety as well as the safety of the people they work with.

COMPLIANCE

All Golden Valley Orchard School employees, including managers and supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes:

- Inform employees of the provisions of our IIPP when first assigned
- Evaluate the safety performance of all employees
- Recognize employees who perform safe and healthful work practices
- Provide training to employees whose safety performance is deficient
- Discipline employees for failure to comply with safe and healthful work practices

COMMUNICATION

All managers and supervisors are responsible for communicating with you about occupational safety and health in a form you can readily understand. Discussing safety concerns are part of an ongoing dialogue between management and staff at regularly scheduled and impromptu meetings. Our communication system encourages all employees to inform their managers and supervisors about workplace hazards without fear of reprisal.

Our communication system includes: (See examples in Glossary) IIPP Glossary.doc

- Staff Meetings
- Weekly safety chat "Safety Matters"
- New Employee Orientation

- On-Line Safety Training
- Code of Safe Practices

HAZARD ASSESSMENT

Periodic inspections and evaluations to identify workplace hazards are performed by a competent observer in our workplace as follows:

- When we initially established our IIPP
- When new substances, processes, procedures, or equipment which present potential new hazards are introduced
- When new, previously unidentified hazards are recognized
- When occupational injuries and illnesses occur
- Whenever workplace conditions warrant an inspection; and
- At least once per year.

ACCIDENT/EXPOSURE INVESTIGATION

Procedures for investigating workplace accidents and hazardous substance exposures include:

- Interview injured employees and witnesses
- Examine the workplace for contributing factors associated with the incident/exposure
- Determine the cause of the incident/exposure
- Take corrective action to prevent the incident/exposure from reoccurring; and
- Record the findings and actions taken. (Completed Work Orders)
- To ensure timely accounting for Worker's Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form available in the school office.

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures are corrected in a timely manner based on the severity of the hazards. Hazards are corrected according to the following procedures

- When observed or discovered
- When an imminent hazard exists, which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed workers from the area except those necessary to correct the existing condition. Employees who are required to correct the condition are provided with the necessary training and protection.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, are provided with training and instruction on general and job- specific safety and health practices. Training and instruction is provided:

- When the IIPP is first established
- To all employees with respect to hazards specific to each employee's job assignment
- To all employees given new job assignments for which training has not been previously provided
- Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard
- Whenever the employer is made aware of a new or previously unrecognized hazard
- To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed
- To all new employees.

RECORDKEEPING

The following list includes our primary methods of recordkeeping.

- Written documentation of the identity of the person or persons with authority and responsibility for implementing the program.
- Written/Database documentation of scheduled periodic inspections to identify unsafe conditions and work practices and safety hazard reports from employees.
- Written/Database documentation of training and instruction and other safety communications such as safety meetings, newsletter notices, and posted or written notification of safety policies.
- Written/Database documentation of accident/exposure investigations and corrective action taken.

Workplace inspection records shall be kept for all scheduled, periodic inspections.

These records will include at minimum:

- Date of inspection
- Work areas inspected
- Name of person(s) conducting the inspection
- The unsafe conditions and work practices which have been identified
- Action taken to correct the identified unsafe conditions

Personnel records shall be kept for all scheduled, periodic training opportunities.

These records will include at minimum:

- Employee name
- Date of training
- Type of training provided
- Training instructor

RESOURCES & GLOSSARY

Guide to Developing Your Workplace Injury and Illness Prevention Program with checklists for self-inspection

http://www.dir.ca.gov/dosh/dosh_publications/IIPP.html#25

Division of Occupational Safety and Health (Cal/OSHA)

<http://www.dir.ca.gov/dosh/>

IIPP Glossary of Terms

Accident

The word “accident” could be interchanged with “incident”. “Accident” is used in this case to conform to the language found in the OSHA standard. Use of the word “accident” is not intended to assign fault or responsibility.

Administrator:

Person responsible for the execution of public affairs, as distinguished from policy-making.

Implementing:

To carry out or accomplish.

To ensure fulfillment by concrete measures.

Maintaining:

To keep in an existing state (as of repair, efficiency, or validity). Preserve from failure or decline.

Communication system: The manner and methods in which employer and employees provide and share health and safety information.

Examples should include the following:

- Internal staff bulletins, whether distributed electronically or materially.
- Distribution of Safety Chats throughout the site, approximately bi-monthly.
- Staff and departmental meetings (documentation of attendance required)
- Material postings in high-traffic public areas
- Anonymous Suggestion Systems, including a policy prohibiting reprisal for reporting a safety concern.
- Training (documentation of attendance required)
- Regularly scheduled Health and Safety Committee meetings (documentation of attendance required) and the posting of minutes in public areas
- New employee orientation, including introduction to the Illness and Injury Prevention Program (documentation of attendance required)

COMPLIANCE

Conformity in fulfilling a legal requirement.

Imminent hazard:

An immediate source of danger.

Competent Person:

A competent person is a person who is capable of identifying existing and predictable hazards in the surroundings or working conditions that are unsanitary, hazardous, or dangerous to employees. The competent person has the authority to impose prompt corrective measures to eliminate these hazards.

Qualified (Responsible) Person:

A qualified person is a person designated by the employer; and by reason of training, experience, or instruction has demonstrated the ability to perform safely all assigned duties; &, when required is properly licensed in accordance with federal, state, or local laws and regulations.

Contact Information

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CODE OF SAFE PRACTICES

Our general workplace safety and health practices can be found in our Code of Safe Work Practices.

General Work Areas/Office and Classrooms

It is our policy that everything possible will be done to protect employees, students, and visitors from accidents. Safety is a cooperative undertaking requiring participation by every employee. Failure by any employee to comply with safety rules will be grounds for corrective discipline. Supervisors shall insist that employees observe all applicable School, State and Federal safety rules and practices and take action as is necessary to obtain compliance.

To carry out this policy, employees shall:

1. Report all unsafe conditions and equipment to their supervisor or safety coordinator.
2. Report all accidents, injuries and illnesses to their supervisor or safety coordinator immediately.
3. Anyone known to be under the influence of intoxicating liquor or drugs shall not be allowed on the job while in that condition.
4. Horseplay, scuffling, and other acts which tend to have an adverse influence on the safety or well-being of the employees are prohibited.
5. Means of egress shall be kept unblocked, well lighted and unlocked during work hours.
6. In the event of fire, sound alarm and evacuate.

7. Upon hearing the fire alarm, stop work and proceed to the nearest clear exit. Gather at the designated location.
8. Only trained workers may attempt to respond to a fire or other emergency.
9. Exit doors must comply with fire safety regulations during business hours. Deadbolt locks on exits must never be used.
10. Stairways should be kept clear of items that can be tripped over and all areas under stairways that are egress routes should not be used to store combustibles.
11. Materials and equipment will not be stored against doors or exits, fire ladders or fire extinguisher stations.
12. Walkways must be kept clear at all times.
13. Work areas should be maintained in a neat, orderly manner. Trash and refuse are to be thrown in proper waste containers.
14. All spills shall be wiped up promptly.
15. Files and supplies should be stored in such a manner as to preclude damage to the supplies or injury to personnel when they are moved. Heaviest items should be closest to the floor and lightweight items stored above.
16. All cords running into walk areas must be taped down or inserted through rubber protectors to preclude them from becoming tripping hazards.
17. Never stack material precariously on top of lockers, file cabinets or other high places.
18. Never leave lower desk or cabinet drawers open that present a tripping hazard. Use care when opening and closing drawers to avoid pinching fingers.
19. Do not open more than one upper drawer at a time; particularly the top two drawers on tall file cabinets.
20. Always use the proper lifting technique. Never attempt to lift or push an object which is too heavy. You must contact your supervisor when help is needed to move a heavy object.
21. When carrying material, caution should be exercised in watching for and avoiding obstructions, loose material, etc.
22. All electrical equipment should be plugged into appropriate wall receptacles or into an extension of only one cord of similar size and capacity. Three-pronged plugs should be used to ensure continuity of ground.
23. Individual heaters at work areas should be kept clear of combustible materials such as drapes or waste from waste baskets. Newer heaters which are equipped with tip-over switches should be used.
24. Appliances such as coffee pots and microwaves should be kept in working order and inspected for signs of wear, heat or fraying of cords.
25. Fans used in work areas should be guarded. Guards must not allow fingers to be inserted through the mesh. Newer fans are equipped with proper guards.
26. Equipment such as scissors, staples, etc., should be used for their intended purposes only and should not be misused as hammers, pry bars, screwdrivers, etc. Misuse can cause damage to the equipment and possible injury to the user.
27. Cleaning supplies should be stored away from edible items on kitchen shelves.
28. Cleaning solvents and flammable liquids should be stored in appropriate containers.
29. Solutions that may be poisonous are not intended for consumption should be kept in well labeled containers.

30. Use appropriate climbing equipment such as stepstools or ladders in lieu of desks, chairs and countertops.
31. Do not stack material in an unstable manner.
32. Report exposed wiring and cords that are frayed or have deteriorated insulation so that they can be repaired promptly.
33. Never use a metal ladder where it could come in contact with energized parts of equipment, fixtures or circuit conductors.
34. Maintain sufficient access and working space around all electrical equipment to permit ready and safe operations and maintenance.
35. Do not use any portable electrical tools and equipment that are not grounded or double insulated.
36. Inspect motorized vehicles and other mechanized equipment daily or prior to use.
37. Shut off engine, set brakes and block wheels prior to loading or unloading vehicles.
38. Inspect pallets and their loads for integrity and stability before loading or moving.
39. Do not store compressed gas cylinders in areas which are exposed to heat sources, electric arcs or high temperature lines. All cylinders must be secured to prevent them from falling.
40. Do not use compressed air for cleaning off clothing unless the pressure is less than 10 psi.
41. Identify contents of pipelines prior to initiating any work that affects the integrity of the pipe.
42. Wear hearing protection in all areas identified as having high noise exposure.
43. Goggles or face shields must be worn when grinding.
44. Do not use any faulty or worn hand tools.
45. Guard floor openings by a cover, guardrail, or equivalent.
46. Do not enter a confined space unless tests for toxic substances, explosive concentrations, and oxygen deficiency have been taken.
47. Always keep flammable or toxic chemicals in closed containers when not in use.
48. Do not eat in areas where hazardous chemicals are present.
49. Be aware of the potential hazards involving various chemicals stored or used in the workplace. All flammables should be stored in an approved flammables storage cabinet.
50. When working with a Video Display Terminal (computer), have all pieces of furniture adjusted, positioned, and arranged to minimize strain on all parts of the body.

INFECTIOUS DISEASE

Precautions to Prevent the Spread of Infectious Diseases in the School Setting

Because of the concern generated by AIDS/HIV infection, the California Legislature has mandated that schools inform their employees annually about appropriate methods for preventing the spread of ALL infectious diseases with specific suggestions about AIDS/HIV and Hepatitis B infections (Health & Safety Code, Part 1 of Division 1, Section 199.81).

Questions related to infectious diseases should be directed to your personal physician, the County Health Department or the District Health Services (916-971-7643).

Universal Precautions

Universal Precautions are precautions used in all situations and not limited to use with individuals known to be carrying a specific virus such as HIV or the virus causing Hepatitis B. In the school setting, those precautions should include handwashing, using gloves, careful trash disposal, using disinfectants, and modifications of cardiopulmonary resuscitation (CPR).

It is critical that universal precautions be used in every instance when handling blood and body fluids because (1) for legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood tests for antibody to the AIDS virus, (2) there may be situations where we do not know that a person is infected, and (3) we should not wait until we encounter an identified infected student or adult before practicing infectious disease prevention techniques.

The term "body fluid" includes blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (such as nasal drainage) and saliva.

Handwashing

1. Thorough handwashing is the single most important factor in preventing the spread of infectious diseases and should be practiced routinely by all school personnel and taught to students as routine hygienic practice.
2. All staff should wash their hands in the following circumstances:
 - a) Before handling food, drinking, eating or smoking.
 - b) After toileting.
 - c) After contact with body fluids or items soiled with body fluids.
 - d) After touching or caring for students, especially those with nose, mouth or other discharges.
3. Scheduling time for students to wash hands before eating is suggested to encourage the practice.

4. How to wash hands: Wet hands with running water and apply soap from a dispenser. Lather well and wash vigorously for 15 to 20 seconds. Soap suspends easily removable soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse well under running water with water draining from wrist to fingertips. Leave water running. Dry hands well with a paper towel and then turn off the faucet with paper towel. Discard the towel.
5. Classroom instruction about proper handwashing can be integrated into health instruction at all grade levels.

First Aid Involving Body Fluids and CPR

1. Avoid direct skin contact with body fluids. If direct skin contact occurs, hands and other affected skin areas should be washed with soap and water immediately after contact has ended.
2. Disposal single use gloves should be used when contact with body fluids is anticipated (such as bloody nose, diapering). Gloves should be standard components of first aid supplies in the schools so that they are readily accessible for emergencies and regular care given in school health/offices.
3. Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be used by rescuers in the school setting. These devices are available through local medical supply companies.
4. Any soiled clothing should be placed in a plastic bag, sealed and placed in a second plastic bag labeled with the student's name. Send home with student.

Trash Disposal

1. Place soiled tissues, pads, gauze bandages, towels, etc., into a plastic bag and tie or seal the bag. Place it in a second bag and leave unsealed.
2. If needles, syringes, or lancets are used in the school setting, arrange for a puncture proof container. Place intact needles and syringes in the designated container. Do not bend or break needles. Do not recap needles. Health Services disposes of the containers with the Health Department.

Using Disinfectants

1. Environmental surfaces contaminated with body fluids should be cleaned promptly with disposable towels and approved disinfectant. Disposal gloves should be worn. Disposable items should be discarded in a plastic-lined wastebasket. Mop solution used

to clean up body fluid spills should consist of the approved disinfectant. Used mops should be soaked in this solution 30 minutes and rinsed thoroughly before reusing.

2. After clean up, remove gloves and wash hands.
3. If carpet is soiled, clean up immediately and disinfect with district approved disinfectant.

What is AIDS/HIV Infection?

AIDS (Acquired Immune Deficiency Syndrome) is the advanced stage of HIV (Human Immunodeficiency Virus) infection. The virus attacks the body's immune system, leaving it vulnerable to life-threatening opportunistic infections and malignancies. The virus also may directly attack the central nervous system. Persons infected with HIV frequently have no apparent symptoms and usually appear to be in good health. More than half of the persons in the United States who have been diagnosed to have AIDS (the advanced stage of HIV infection) have died.

How is HIV Infection Spread?

Everyone infected with HIV, even a person without apparent symptoms, is capable of transmitting the infection. HIV infection is transmitted by:

1. Any sexual activity involving direct contact with semen, blood or vaginal secretions of someone who is infected.
2. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
3. Penetrating the skin with needles that have been used to inject an infected person.
4. Direct contact on broken skin with infected blood.
5. Receiving blood transfusion or blood products from someone who is infected (a screening test has been used since 1985 that has reduced this risk to 1 in 68,000 in California, AIDS Update, December 1988).
6. Being born to an infected mother.

What is Hepatitis B?

Hepatitis B is an infection of the liver caused by a virus present in blood and other body fluids of infected persons. Less than 50% of persons who become infected show symptoms of illness. The symptoms include fatigue, mild fever, muscle or joint aches, nausea, vomiting, loss of appetite,

and abdominal pain. In some patients the urine turns dark and the skin becomes yellow. The onset of symptoms may appear six weeks to six months after becoming infected with the virus. Death is uncommon in Hepatitis B, but five to ten percent of those infected become long-term virus carriers. Up to 25% of carriers may develop serious chronic liver disease.

How is Hepatitis B Spread?

An infected person can transmit Hepatitis B as long as the virus remains in the blood. Transmission may occur as early as four weeks before any symptoms occur. A small number of people will carry the virus in their blood for years and are known as chronic carriers. Hepatitis B is transmitted by:

1. Sexual activity involving semen, blood, or vaginal secretions.
2. Sharing with someone who is infected, unsterile instruments used to penetrate the skin such as those used for tattooing, ear piercing, and razors.
3. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
4. Direct contact of infected blood with mucous membrane of the eye or mouth.
5. Direct contact of infected blood with broken skin (e.g., cuts).
6. Accidental needle sticks with needles containing blood from a virus carrier.
7. Being born to an infected mother.

SACRAMENTO COUNTY DEPARTMENT OF HEALTH AND HUMAN SERVICES GUIDELINES FOR COMMON COMMUNICABLE DISEASES

Brief rules regarding exclusion from school of ill pupil and contacts:

| <u>Disease</u> | <u>Ill Pupil</u> | <u>Family Contact</u> | <u>Classroom</u> |
|---|---|-------------------------------------|-----------------------------------|
| Chickenpox | Until 6 days after the appearance of the first crop of blisters. | No Exclusion | No Exclusion |
| Conjunctivitis (Pink Eye) | May return 24 hours after antibiotic treatment. | No Exclusion | No Exclusion |
| Covid | Refer to Sacramento County Public Health | Refer to SCPH | Refer to SCPH – OSHA for employee |
| Encephalitis | Release by physician | No Exclusion | No Exclusion |
| Fifth Disease (Erythema Infectiosum) | Exclude if fever. Not contagious after appearance of rash. | No Exclusion | No Exclusion |
| Hand, Foot & Mouth | Exclude if fever or vesicles in mouth | No Exclusion | No Exclusion |
| Head Lice | Children can be readmitted after treatment. Encourage nit removal. | Should be examined. | Should be examined. |
| Hepatitis A | Until 7 days after onset of jaundice. | No Exclusion | No Exclusion |
| Hepatitis B | Until 7 days after onset of jaundice. | No Exclusion | No Exclusion |
| Impetigo (staph, strep skin infections) | Until treatment begins. Cover area if oozing. | No Exclusion | No Exclusion |
| Measles (Rubella) | Until clinical recovery but no earlier than 4 days after onset of rash. | No Exclusion | No Exclusion |
| Measles (Rubeola, Hard, 10 days) | Until clinical recovery but no earlier than 4 days after onset of rash. | No Exclusion if immunized | No Exclusion if immunized |
| Meningitis, Bacterial | Until release by physician. | No Exclusion: Observe for symptoms. | No Exclusion |

| <u>Disease</u> | <u>Ill Pupil</u> | <u>Family Contact</u> | <u>Classroom</u> |
|---|---|---|---|
| Meningitis, viral | Until release by physician. | No Exclusion | No Exclusion |
| Mononucleosis | Until release by physician. | No Exclusion | No Exclusion |
| Mumps | Exclude for 9 days from onset of swelling. | No Exclusion | No Exclusion |
| Pin worms | Until treated. | No Exclusion | No Exclusion |
| Ringworm (body or scalp) | Until treated with topical regimen or a NEGATIVE culture if on systemic therapy alone. | No Exclusion | No Exclusion |
| Streptococcal Infections (Scarlet Fever, Strep Throat) | Until treated or symptoms have disappeared. May be readmitted on physician release. | No Exclusion | No Exclusion |
| Scabies | Until treated. Itching may persist and is not a sign of infection. Elimite is treatment of choice. | No Exclusion | No Exclusion |
| Salmonella – Shigella | Any child having a confirmed diagnosis shall not return to school until asymptomatic. If a child is asymptomatic and still has a positive culture, he/she may return to school following the nurse’s instruction on good hand washing and personal hygiene. | No Exclusion | No Exclusion |
| Whooping Cough | Exclude for a minimum of 5 days during antibiotic therapy. Must bring physician’s release. | Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics. | Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics. |

Appendix F: GVCS Organizational Chart



Golden Valley Charter Schools

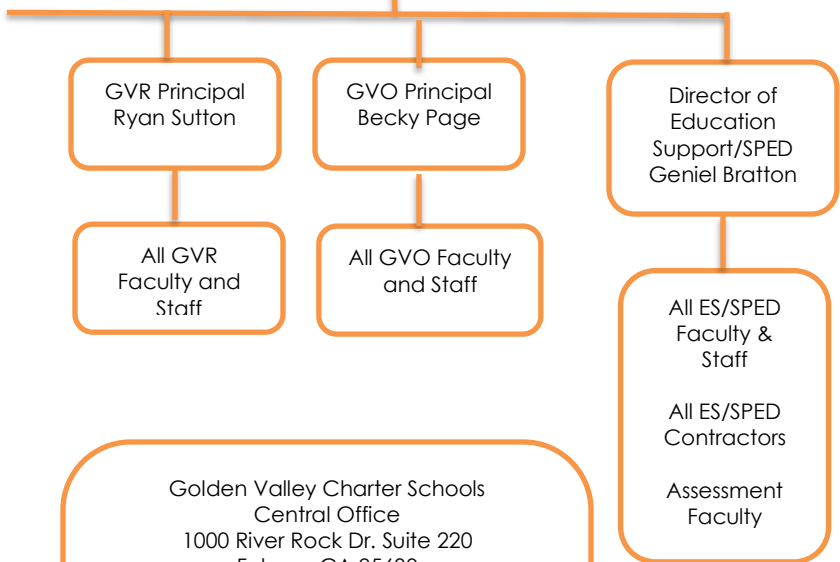
Board of Trustees

Golden Valley Educational Foundation (GVEF)

Executive Director
Caleb Buckley

Operations

Education



Golden Valley Orchard School
6550 Filbert Ave.
Orangevale, CA 95662
(916) 987-1490

Principal: Becky Page
bpage@goldenvalleycharter.org

Golden Valley River School
9601 Lake Natoma Drive
Orangevale, CA 95662
(916) 987-6141

Principal: Ryan Sutton
rsutton@goldenvalleycharter.org

Golden Valley Charter Schools
Central Office
1000 River Rock Dr. Suite 220
Folsom, CA 95630
(916) 597-1478

Executive Director: Caleb Buckley
cbuckley@goldenvalleycharter.org

Director of Special Education: Geniel Bratton
gbratton@goldenvalleycharter.org

Appendix G: GVCS Employee Handbook

Employee Handbook

(Board Approved March 13, 2024)



Chalkboard art by Ryan Sutton,
Principal



GOLDEN VALLEY
CHARTER SCHOOLS

TK-8 Tuition-Free Public Waldorf Schools



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WELCOME

WELCOME TO GOLDEN VALLEY CHARTER SCHOOLS!

We are delighted to have you join us at Golden Valley Charter Schools (or “GVCS”). We believe our schools are truly unique. We serve a diverse group of talented and hardworking students and consider the work we do to be of utmost importance. Therefore, we have very high expectations of professionalism and performance for each of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of GVCS, its personnel policies and procedures, and your benefits as a GVCS employee. It is intended to explain in general terms those policies that most often apply to your day-to-day work activities. However, it cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment.

No GVCS guideline, practice, manual, or rule may alter the “at-will” or “fixed-term” status of your relationship with GVCS. To retain necessary flexibility in the administration of its policies, procedures, and benefits, GVCS reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever GVCS determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Manager to obtain current information regarding the status of any policy, procedure, or practice. This handbook supersedes and replaces all previous personnel policies, practices, and procedures.

We welcome you and wish you great success and fulfillment at Golden Valley Charter Schools.

SECTION 1 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at Golden Valley Charter Schools. The standards of conduct apply to all individuals who work on GVCS premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources manager. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment constructive to personal and professional growth.

Neither this handbook nor any other GVCS document confers any contractual right, either express or implied, to remain in GVCS' employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by GVCS or you may resign for any reason at any time.

No supervisor or other representative of GVCS except the Executive Director with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies, and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside GVCS, other than to individuals affiliated with GVCS whose knowledge of the information is required in the normal course of business.

SECTION 2 – OUR MISSION/VISION/PHILOSOPHY

OUR MISSION

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

Our mission reflects our shared commitment to the primary reason we exist as an organization. There are many things that we do as an educational community. Our mission does NOT try to summarize what or how we do it. Our mission defines why we are here to help us focus on those things that will have the greatest benefit towards that purpose. This is our compass. Our mission provides stability of our purpose over the long term, even as our specific strategies and methods adapt in the short term to navigate changing conditions.

Our mission is not just the purview of the teachers or students in the classroom. Our entire community, including all employees and all volunteers, serve as educators towards this mission. The way we speak and how we act are shown as role models. We contribute our time and our donations directly in classrooms and on the playgrounds. We contribute indirectly by making the campuses safe and well equipped and by supporting the teachers and volunteers who are working directly with the students. It takes all of us working together every day to make this mission a reality.

OUR VISION

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

Our vision paints a clear and compelling future that we are excited to create together. It illustrates what we will look like when we arrive in 2030. We recognize our role as a leader, among a growing number of others who are courageously pioneering innovative educational choices. We strive to create broader community access to public Waldorf education through leadership of charter schools, and we remain steadfast in our commitment to our core identity as a public Waldorf charter school.

ACADEMIC PHILOSOPHY

Golden Valley Charter Schools is a member of the Alliance for Public Waldorf Education. We are part of the worldwide movement which began with the opening of the first Waldorf School in Germany in 1919. The first faculty studied under Austrian Philosopher Rudolf Steiner, who taught that each child has a consciousness that unfolds over time and every stage has to be met by the curriculum. Our schools have an integrated block system with subjects that rotate throughout the year. We offer an array of specialty classes in the arts. Movement, outdoor play, social emotional learning, and low media exposure are all values we bring to education. Our academic task is to break down the barriers to find every child's true capacity. Therefore, we tell our authorizer that we teach all of the California Standards by the time our students graduate from 8th grade. However, we do it at a pace that reflects the developmental model of each grade level. We are teaching all aspects of the child and not just their strengths. Faculty work as a group in professional learning circles to better understand the children to present a curriculum that meets them where their present levels are.

Graduates from Golden Valley are well known in area high schools for their artistry, ability to advocate for themselves, and their creative thinking on academic tasks.

Thank you for being a member of this outstanding team.

OUR CORE VALUES

The foundation of our Strategic Plan and the very fabric of our community is our set of shared Core Values. A value is a commitment to a behavioral standard or social norm for how we will interact with each other. There are a few values that are prerequisites for being a member of our community. By choosing to be a member of our community, in ANY role, we commit to holding ourselves and each other to striving for these values in every interaction. None of us is perfect. We will fall short of these values at times. When we do, we gently remind each other and get back on track.

Curiosity

At GVCS we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds.

Reverence

The GVCS community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity.

Creating Community

At GVCS we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully.

Joyful Service

At GVCS we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community.

Empathy

At GVCS we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being.

Commitment

The GVCS community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us.

For more information about our Strategic Plan, please visit our website.
<https://goldenvalleycharter.org/Strategic-Plan>

SCHOOL SONG

*Golden Valley, gleams from sunlight
Dewdrops fill the field so bright.
Seasons change and hearts awaken
Summer, Spring and Winter, Fall
Love overflowing, garden flowers growing
From the earth we drink from all its bright sparkling streams*

*Hands and heart sing Life bestows a blessing
We all together share our life as one*

OUR ORGANIZATION

GVCS Board of Trustees (BOT)

GVCS is governed collaboratively by our Board of Trustees, which is made up of parents and community members, in addition to a faculty delegate from each school. The Board of Trustees is the legal and fiscal body of our organization, responsible for ensuring that GVCS' policies are consistent with the Mission, Vision, and Values of the organization, approving budgets, and for overseeing the Executive Director. Board of Trustees meetings are open to the public, and parents are encouraged to attend.

Email: bot@gvcharter.org

CMO

Charter Management Organization (CMO) is a nonprofit entity that manages two or more charter schools. The CMO provides back-office functions for their schools to take advantage of economies of scale. It is the formal administrative organization of the schools. This group creates the plans and policies of the schools.

Golden Valley Charter Schools for Education Renewal

1000 River Rock Drive Suite 220
Folsom, CA 95630
(916) 597-1478

Golden Valley Charter Schools is a Charter Management Organization (CMO) with two direct funded, independent charter schools and a 501(c)(3) non-profit, tax exempt organization. See Charters (on our website) for more details. Our two schools are:

Golden Valley River School

9601 Lake Natoma Drive
Orangevale, CA 95662
(916) 987-6141

Golden Valley Orchard School

6550 Filbert Avenue
Orangevale, CA 95662
(916) 984-1490

San Juan Unified School District (SJUSD)

SJUSD is our authorizing Local Education Agency (LEA). SJUSD is the district that has authorized our charters. In addition, GVCS has a separate relationship with SJUSD – a landlord / tenant relationship regarding the school sites. SJUSD is NOT the employer or public agency of record. GVCS is its own employer. When you are completing paperwork, you should always refer to GVCS as your employer)

Central Office

The central office (CO) provides business, operations, and facilities management services through back-office functions and is the formal administrative organization of the schools. The staff reports directly to the Executive Director and consists of:

- Human Resources Manager
 - Accounts Receivable
- Compliance and Accountability Manager
- Marketing and Development Manager
- Enrollment/Outreach Coordinator
- Business Services Coordinator
 - Payroll
- Business Systems Coordinator
 - Accounts Payable
 - State Reporting
- Student Services Coordinator
- Extended Learning Opportunities (ELO) Program Lead
- IT Support
- Special Education Consultant
- Executive Assistant

The CO establishes the regulations and procedures in these areas and ensures compliance. The CO provides support and administrative guidance in areas that need to be uniform and consistent across all schools. We are available from 8:30 a.m. to 4 p.m. Monday – Friday. Please feel free to contact us for support and questions. You are welcome to stop by our office. The roles and duties of administrative employees change from year to year as the state establishes new programs and creates new accountability measures.

Executive Director

The Executive Director oversees the Charter Management Organization, central office operations, mentors and supports school administration, maintains strong rapport with the school district(s) and guides the schools through growth and expansion. The ED also works with the outside consultants on school budgets and

the annual audit. School Principals report to the ED. Being the sole employee of the Board of Trustees, the ED is ultimately accountable for the operations of the schools, central office, and their employees. The Executive Director is the primary contact to the school districts, state agencies, and member organizations.

Leadership

The Leadership Team is the administrative cabinet of the Executive Director and includes the school Principals, the Compliance Manager, and other personnel needed for high level decision making in the organization. This team meets weekly to discuss day-to-day processes, long and short-term goals and policies pertaining to all aspects of the organization. This is also a place to provide peer mentoring and to determine the best process to address complex issues as they arise.

Golden Valley Educational Foundation (GVEF)

The Golden Valley Educational Foundation is a 501(c)3 all-volunteer, non-profit whose purpose is to financially support the vision and mission of GVCS. GVEF is a fiscal agent for large scale fundraising activities and charitable donations on behalf of the schools. GVEF works collaboratively with the Marketing & Development Manager, Parent Circle, school principals, and the Executive Director to ensure financial matters of fundraisers are handled in accordance with good accounting practices. All funds managed by GVEF are accounted for and disbursed in accordance with the GVCS-GVEF MOU. Any organization or individual wishing to donate cash, materials, equipment, or other property to the school should make such donations through GVEF. Fundraising meetings are held monthly throughout the school year. The GVEF board includes a faculty representative and the Executive Director.

The Parent Circle

Each school has its own Parent Circle. Every parent at Golden Valley is a member of Parent Circle. Parent Circle representatives, who are chosen by their classroom, select a Chair annually who then appoints other officers such as Vice Chair, Treasurer, and Secretary. The Parent Circle's main function is to organize volunteers to support their individual school and to create a culture of belonging and connection within the parent group. Meetings are held monthly at the school site. The PC Chair meets monthly with the school principal to discuss events at the school. All Parent Circle events must go through the calendar request approval. PC also holds a bank account to serve their goals.

Some annual activities have included: Back to School Picnics, art classes for parents, game nights for families, refreshments at Rose Ceremony, coordinating Teacher Appreciation, greeting Grandparents' Day visitors, supporting

schoolwork days or gardening days, and most importantly, volunteering for school festivals such as May Festival.

Diversity, Equity, and Inclusion Committee

The Diversity, Equity and Inclusion Committee comprises faculty, staff and families working collaboratively to advocate, educate and support inclusiveness in our community. The committee encourages opportunities for students, staff, and faculty to grow in their own understanding of diversity, equity, and inclusion.

Email: diversity@gvcharter.org

Finance Committee

The Finance Committee is the only standing committee of the Board of Trustees. It typically meets the week prior to the Board and is open to the public. Agenda items include the status of the current year budgets, fiscal policies, audit contracts, and other topics requested by the Board. This committee can also have non-board members and interested parties should seek an appointment from the full Board.

Faculty and Staff

Class/Grades and Kindergarten Teachers

The purpose of our schools is to meet the educational needs of our students. The primary role of the faculty is to implement a curriculum designed to meet those needs in keeping with California education standards and Waldorf Pedagogy. Full-time credentialed faculty meet weekly to discuss the life of the school and make plans for future events. Their work includes supporting student discipline, providing collaboration on best practices and curriculum support, monitoring student progress, and coordinating adjunct duties. Lead teachers take attendance and write report cards. They are the primary point of contact for parents.

Classroom Support Staff

The classroom support staff includes but is not limited to Kindergarten Assistants, Instructional Assistants, Handwork Assistants and SPED (Special Education) Assistants. Our assistants work under the direction of the classroom teacher and/or the RSP to help ensure the success of the students and the class as a whole.

Meal Program

The meal program works under the supervision of the Accountability & Compliance Manager. With a focus on providing nutritious, well-balanced meals, our meal program employees play a crucial role in promoting healthy

eating habits and supporting the overall health of the student population, ensuring that students have access to nourishing meals.

ELOP/Aftercare Program

Our Expanded Learning Opportunity Program—Eagle’s Nest— provides an enrichment program inspired by Waldorf Education. This program is free for all students. As mandated by the state of California, registration priority is given to low-income students, English language learners, foster youth, and homeless youth.

Subject Specialists

Subject Specialists offer programs in handwork, music, games, foreign languages, and gardening. These teachers are professionals who are credentialed and are considered experts in their field. Their primary interface with school parents is through the class teachers.

Education Support Team

The Education Support Team (ES) includes but is not limited to: Resource Specialists, Education Support Specialists, School Psychologist, Speech/Language Pathologist, as well as other service providers as needed. The ES team provides direct services to identified students.

Mentors and Professional Development

To support our Class/Grades and Kindergarten Teachers in fulfilling their roles GVCS provides mentoring with experienced Waldorf Master Teachers. Mentors help teachers develop their lesson plans and observe the classrooms to support a healthy learning environment. GVCS also funds Beginning Teacher Induction Programs for newly credentialed teachers. Teachers are provided ongoing professional development in all areas including but not limited to summer training in grade specific Waldorf curriculum, mathematics, and classroom management.

Guest Teachers

Guest teachers maintain continuity and ensure the smooth functioning of the classroom during the absence of the class’s regular teacher. Substitute teachers possess the flexibility to adapt quickly to new environments and effectively manage diverse learning needs. Additionally, guest teachers offer fresh perspectives and insights, enriching students' educational experiences and encouraging resilience in the face of unexpected changes.

Classified Subs

Classified substitutes provide crucial support and assistance across various non-teaching roles. They provide continuity of essential school functions, such as administrative tasks, and student support services. Classified subs help maintain the smooth operation of the school by filling in gaps left by absences or vacancies.

School Administration

The school administration, made up of the principal and office support staff, is charged with the day-to-day running of the school. With direct communication and continuous flow of information, the principal coordinates all bodies of the school - faculty, staff, students, and parents. The principal is the primary contact for items which arise from the school - whether it be concerned parents, scheduling of events, or coordination of student needs. The office staff of each school interfaces with the children and parents to create a healthy learning environment.

SECTION 3 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

FIXED TERM EMPLOYMENT

Per the Labor code, all employees in California are “At Will” employees. However, Kindergarten and Grades teachers are afforded a high degree of job security in their position by signing Fixed Term Employment Agreement. Fixed Term indicates that both the employer and employee are bound to a commitment lasting a particular length of time (in this case, the school year).

If an employee is terminated (at any time) with cause, the employee has rights as indicated in the employment agreement. There is no obligation upon GVCS to pay the remainder of the employee’s agreement. If a fixed-term employee is terminated early without cause, GVCS is obligated to pay the employee the remainder of their agreement or one calendar month’s pay – whichever is less. Please see your agreement for specifics – the employment agreement supersedes any other agreement with GVCS. If an employee breaks a Fixed Term agreement, it is possible they could be reported to the California Commission on Teacher Credentialing.

The Leadership Team will make decisions regarding the renewal of Fixed Term employees. An evaluation resulting in a recommendation for probation or for termination will be presented for approval to the Executive Director.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and GVCS will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, GVCS may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director of Golden Valley Charter Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict GVCS’ right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

GVCS is an equal opportunity employer. In accordance with applicable law, GVCS prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived

to have) any of these characteristics. GVCS will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, GVCS will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the organization. An applicant or employee who believes they requires an accommodation in order to perform the essential functions of the job should contact the Human Resources manager and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally GVCS and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with GVCS in this process, which may include authorizing GVCS to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

ANTI-HARASSMENT, DISCRIMINATION & RETALIATION POLICY

It is the policy of Golden Valley Charter Schools (GVCS) to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or

related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

GVCS prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the CMO as well as interns, volunteers, and potential employees (applicants). All employees of the CMO are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).

- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts (“hostile work environment” harassment).
- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment).
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or GVCS policy.
- Sexually harassing conduct does not need to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests. Examples may include:
 - Use of derogatory remarks, insults and/or epithets
 - Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating, or intimidating.
 - Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating, or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee’s work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the “cold shoulder”) when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All GVCS employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation, and abusive conduct in accordance with this policy.

Reporting

GVCS strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct, or retaliation, regardless of the offender’s identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or the Human Resources manager. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to the Human Resources manager. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the Human Resources manager, or other upper-level administrators, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within the CMO. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. GVCS is serious about enforcing its policy against discrimination, harassment, and retaliation; however, GVCS cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to GVCS' attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation.

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

GVCS encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Golden Valley Charter Schools' investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The CMO has a compelling interest in protecting the integrity of its investigations. In every investigation, the CMO has a strong desire to protect witnesses from harassment, intimidation, and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If GVCS reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with GVCS' investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, GVCS will provide regular progress updates, as appropriate, to those directly involved. GVCS will strive to complete its

investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

GVCS may investigate conduct in the absence of a formal complaint if the GVCS has reason to believe that an individual has engaged in conduct that violates GVCS policies or applicable law. Further, GVCS may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which GVCS believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as GVCS believes is appropriate under the circumstances. Due to privacy protections, the CMO may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the site Principal or the Human Resources Manager.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirements

GVCS requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

Scope

Golden Valley Charter Schools (GVCS) is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Golden Valley Charter Schools policy, specifically the policies contained in Golden Valley Charter Schools's Employee Handbook.

Policy

An employee who wishes to report a suspected violation of law or Golden Valley Charter Schools' policy may do so by contacting the current Chair of the GVCS Board of Trustees and can be reached at: bot@gvcharter.org,

Golden Valley Charter Schools expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Golden Valley Charter Schools. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the school principal and the Human Resources manager. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Executive Director or The Chair of the GVCS Board of Trustees.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Manager and a member of Golden Valley Charter Schools Leadership will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the individuals concerned of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. Golden Valley Charter Schools (GVCS) strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our schools and organization. Employees are encouraged to openly

discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. GVCS is interested in all our employees' success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their direct supervisor. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. GVCS will attempt to keep the employees' concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

Scope

This lactation accommodation policy ensures employees have access to a private space for expressing breast milk, promoting a supportive and inclusive workplace. It applies to all staff, emphasizing compliance with legal requirements and fostering a culture that prioritizes the well-being of breastfeeding individuals.

Policy

Golden Valley Charter Schools (GVCS) provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, GVCS shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, GVCS may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or The Human Resources Manager. GVCS will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. GVCS reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact their supervisor or The Human Resources Manager to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources or Board of Trustees Board Chair (bot@gvcharter.org). Discrimination against and harassment of lactating employees in any form is unacceptable and will not be tolerated at GVCS and will be handled in accordance with Golden Valley Charter Schools' policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the school, central office, its employees, students, parents, and the general public. The public impression of GVCS and its interest in our schools will be formed, in part, by GVCS employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents, and the general public will respect and appreciate the employee, GVCS and our school's services.

Below are several things' employees can do to help leave people with a good impression of Golden Valley Charter Schools.

These are the building blocks for our continued success:

- Communicate with parents regularly.
- Act competently and deal with others in a courteous and respectful manner.
- Always communicate pleasantly and respectfully with other employees.
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in your work and enjoy doing your very best.

SECTION 4 – THE EMPLOYMENT PROCESS

EMPLOYEE CLASSIFICATIONS

Each GVCS employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time, benefit eligible part-time or regular part-time. Regular full-time employees are those employees regularly scheduled to work between 37.7 - 40 hours or more each week. Benefit eligible part-time employees are those regularly scheduled to work between 30 - 37.5 hours each week. Regular part-time employees work less than 30 hours per week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt employees: This category includes all employees who are determined by the CMO to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover

all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

Non-exempt employees: This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double-time pay as well as meal and rest breaks, as prescribed by law.

Certificated Employee: Certificated Employees are those employees hired by GVCS for the primary purpose of instructing students.

Classified Employee: Classified Employees includes those employees hired by GVCS that do not primarily instruct students, such as administrative, maintenance, assistants, and other operational employees.

Temporary (Full-Time or Part-Time)

An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any GVCS benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by the Human Resources manager or their supervisor.

Guest Teachers / Classified Subs

An employee who is hired to work “on call, as needed.”

Guest Teachers cover for credentialed teachers when they are absent or out of the classroom. a valid California teaching credential authorizing service in the assigned grade and/or subject area(s) is required.

Classified subs cover for non-credentialed employees when a sub is needed. This includes classroom assistants, before/afterschool care, other student support, or in the office.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change

individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

GVCS reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from their primary work location unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Exempt Instructional Employees:

The normal working hours for instructional employees at the school sites are from 8:00 a.m. to 3:30 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

Non-Exempt Instructional Employees:

The Executive Director will determine the normal working hours for non-exempt instructional employees. Non-exempt, instructional employees are entitled to up to two ten (10) minute rest breaks and a thirty (30) minute meal break, depending on work schedule, and are entitled to overtime and double time pay as required by law.

The Site Principal or Executive Director must approve any exceptions to the regular work schedule for instructional employees.

Non-Instructional Employees:

The employee's supervisor will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

Golden Valley Charter Schools' workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. GVCS' standard workday is 12:00 a.m. to 11:59 p.m. each day.

SCHOOL HOLIDAYS

GVCS observes 11 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Day
- Floating Holiday in lieu of Columbus Day

To be eligible for holiday pay, an employee must work more than 30 hours, be non-exempt and must work both the business day before and after the holiday. Part-time employees who work less than 30 hours a week, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the GVCS-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, GVCS may close on another day. Holiday observance will be announced in advance. GVCS reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for the purpose of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid PTO if the employee has unused PTO available, otherwise the holiday will be unpaid.] All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved PTO

ACADEMIC FREEDOM

Academic freedom is not absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods.
- A concern for the welfare, growth, maturity, and development of children.
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call out at least one hour before the time you are scheduled to begin working for that day. If you call in less than one before your scheduled time to begin work, you will be

considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. GVCS understands that in some cases, advance notice is not possible. In these cases, notify your primary work site at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

Who to Contact When Calling Off of Work:

GV River School:

Monday - Friday 6:30 – 3:00: Sub Finder (916) 960 – 7683

After Hours/Weekends: Your Supervisor, Principal or Human Resources

GV Orchard School:

Monday - Friday 6:30 – 3:00: Sub Finder (916) 871 – 9961

After Hours/Weekends: Your Supervisor, Principal or Human Resources

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your school's sub-finder or Principal and the absence continues for a period of three business days, GVCS will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state, and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the GVCS' timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your approval. Absences and overtime must be accurately identified in your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or leadership. All time actually worked must be recorded. This includes the use of laptops, computers,

PDAs or cellphones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign/approve and submit their own time record. Non-exempt employees are not allowed to work “off the clock.” Working “off the clock” violates GVCS’ policy. Any errors on an employee’s time record should be reported immediately to the employee’s supervisor and the Business Services Specialist.

Exempt employees must report full days of absence from work.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in to take a longer break. Also, you may not miss a required meal or rest period to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to GVCS policy or you must begin your meal period more than five hours after your work period began, you must notify your Supervisor in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker’s compensation.

Failure to comply with the GVCS policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours a day are provided with a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday is completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Human Resources Manager and complete a “Meal Period Waiver” form.

If an employee’s day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the

required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Human Resources Manager and complete a "Second Meal Period Waiver" form.

| <u>Hours Worked</u> | <u>Number of Meal Periods</u> |
|---------------------------|-------------------------------|
| 0 hours to 5 hours | No meal period |
| Over 5 hours to 10 hours | 1 30-minute meal period |
| Over 10 hours to 14 hours | 2 30-minute meal periods |

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

| <u>Hours Worked</u> | <u>Number of Rest Periods</u> |
|---------------------------|-------------------------------|
| 3.5 hours to 6 hours | 1 10-minute rest period |
| Over 6 hours to 10 hours | 2 10-minute rest periods |
| Over 10 hours to 14 hours | 3 10-minute rest periods |

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Form

Employees will list all missed meal/rest breaks in the comment section of their timesheet in Paycom. In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and complete a “Non-Exempt Employee Meal and Rest Period Reporting Form.”

The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to their supervisor on the same workday that they experienced the non-compliant meal or rest period. The supervisor will forward the form to the Business Services Specialist (Payroll) at the Central Office.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an “authorized” meal period at the time provided by GVCS, the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period on the “Non-Exempt Meal and Rest Period Reporting Form.”

PAYROLL SYSTEM

GVCS contracts with Paycom for payroll services. All employees are required to use the Paycom system for the following:

- Hourly time tracking.
- Employee Maintenance.
- Contact information.
- Address.
- Direct Deposit.
- Taxes.
- Benefits.
- Time off requests/notifications.

Please be aware of the following deadlines.

- Punch changes due by the end of the day on Fridays for the week.
- Timecards approved by the employee by the EOD on the 16th and the 1st.
- Supervisors must approve all time off requests by the end of the week.

Punch requests and changes not submitted by EOD on the 16th and the 1st will not be included in the payroll for that pay period. These hours will be paid out as retro pay in the next pay period.

When an error is found, an email will be sent by Payroll to the employee. The employee is requested to respond as soon as possible to ensure pay is calculated correctly.

It is the employee's responsibility to be sure be sure the Payroll Dept. has their current contact information on file.

SUMMER HOLDBACK

Summer Holdback is a method through which a portion of an employee's regular salary is withheld during the academic year. This withheld amount is then distributed over the summer months when schools are not in session. By implementing this practice, we ensure that our employees receive a steady and reliable income throughout the year, including the summer break.

Summer holdback is optional and available to all Exempt/Full time employees who work either 10 or 11 months during the school year.

13% or 8 % of gross pay will be deducted from each paycheck during the school year and paid out June 26th & July 10th for 10-month employees and July 26 & August 10th for 10- and 11-month employees. The SHB checks are free of all deductions, including tax and medical. The exception is garnishments. SHB checks should closely resemble normal checks but may differ, depending on your tax and deduction settings.

PAYDAYS

Paydays at GVCS are the 10th and the 26th of each month. The Business Services Specialist or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may credit to your account before your actual "payday," GVCS is not responsible for automatic payments or withdrawals dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

GVCS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) or Public Employees Retirement System (PERS for eligible classified employees), and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, GVCS must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions GVCS will work in good faith to resolve errors as soon as possible. The employee should notify the Business Services Specialist of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Business Services Specialist to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 or DE4 form in the Paycom System.

SECTION 5 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

GVCS employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with GVCS within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first

day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the human resources manager with verification of renewals. Failure to provide these updated documents to GVCS may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, GVCS is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure GVCS has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the GVCS's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with GVCS in accordance with applicable law. Live Scan fingerprinting will be required of all

job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of GVCS before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with Golden Valley Charter Schools.

GVCS shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law.

For additional information on background checks, please contact the human resources manager.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child, they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that GVCS employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The school Principal is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without GVCS' assistance, they are required to notify GVCS of the report if it is based on

incidents they observed or became aware of during the course and scope of their employment with GVCS.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e., core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Human Resources Manager.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources manager. All requests should be put in writing, preferably on the form maintained by the Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. GVCS will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Human Resources manager and their supervisor about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages, or divorces, etc.). In addition to notification, the employee must update this information in the Paycom system. This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 6 – PERFORMANCE

PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers:

At the start of each academic year, each Teacher will meet with the school Principal to establish Goals for that school year. The Teacher will put these goals in writing in accordance with a template to be provided by the school Principal.

The school Principal will generally observe/evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the school's charter, and standards for teaching performance based on Waldorf pedagogy, the GVCS' Board of Directors, and/or other GVCS staff.

In addition to these more formal performance evaluations, GVCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

GVCS provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit GVCS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and GVCS. Accordingly, either the employee or GVCS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the organization. It is GVCS' goal to have a current Job Description for each

employee that broadly defines the job responsibilities and essential functions for each position.

While GVCS strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of GVCS and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective during the first regular pay period following the change.

SECTION 7 – LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by GVCS for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For the purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of GVCS within 75 miles. Please check with the Human Resources manager to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use GVCS' request form, which is available upon request from the Human Resources manager. Failure to comply with this requirement may result in a delay in the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child.

2. the care of the employee's spouse, child, parent with a "serious health condition".
3. for CFRA only, the care of the employee's "family member with a "serious health condition".
4. the "serious health condition" of the employee.
5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide GVCS with a medical certification from your health care provider establishing eligibility for the leave, and you must provide GVCS with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to GVCS in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from the Human Resources Manager.

FMLA/CFRA leave is unpaid, and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a

single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued PTO during unpaid family and medical leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and GVCS may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PTO/ PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, “key” employees may not be eligible for reinstatement following a family and medical leave. GVCS will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning or would like to submit a request for a family and medical leave of absence, please contact the Human Resources manager.

PREGNANCY DISABILITY LEAVE

GVCS provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider’s statement must be submitted, verifying the need for such

leave and its beginning, and expected ending dates. Any changes in this information should be promptly reported to GVCS. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

GVCS will make a good faith effort to provide reasonable accommodation and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, GVCS may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued PTO time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and GVCS may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide GVCS with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or

conditions of employment than if the employee would not have otherwise been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact the Human Resources manager.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued PTO]/sick leave during this unpaid time off.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). The Human Resources manager will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit-related questions, please contact the Human Resources manager.

BEREAVEMENT LEAVE

GVCS provides time off to eligible employees in the event of the death of a "family member". To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent, and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Business Services Specialist or Human Resources Manager with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

Up to three days will paid Bereavement Leave per school year. An employee may elect to use any accrued PTO for any remaining Bereavement Leave.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either GVCS or the employee may request an excuse from jury/witness duty if, in GVCS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided up to 5 days off with pay, additional time off needed will be without pay. Exempt employees will receive their regular salary unless they do not work any hours during a workweek. Employees may elect to use any accrued PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with GVCS, time off will be provided with pay.

TIME OFF TO VOTE

GVCS will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then GVCS will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance.

The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless GVCS and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however GVCS will not pay the employee for this time off. Accrued unused PTO may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE

GVCS encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year.
- Unless it is an emergency, employees planning to take time off for school visits must provide as much advance notice as possible to their supervisor.
- If the School employs both parents, the first employee to request such leave will receive time off. The other parent will receive the time off only if the leave is approved by their supervisor.
- Employees must use existing PTO to receive compensation for this time off.
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed childcare/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid, but the employee may choose to use accrued PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if:

- The employee is a victim of such a crime.
- An immediate family member (i.e., spouse, registered domestic partner, child, stepchild, sibling, stepsibling, parent, stepparent, or the child or a registered domestic partner) of an employee is a victim of such a crime.

An employee must give reasonable advanced notice to the school by providing documentation of the proceedings. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing.
- The district attorney or prosecuting attorney's office. or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid, but the employee may choose to use accrued PTO or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of crime or abuse, including domestic violence, sexual assault, stalking, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available PTO (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.]

You must give GVCS I reasonable notice unless advance notice is not feasible and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of crime or abuse.
- A court order protecting or separating you from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court. or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse that occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask GVCS for help or changes in their workplace to make sure they are safe at work. GVCS will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring, or reassigning the employee, or help with keeping a record of what happened to the employee. GVCS may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

GVCS will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. GVCS will not discharge, discriminate, or retaliate against an employee who exercises their rights under this law.

GVCS is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked GVCS for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination because of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from GVCS under applicable laws should notify the Human Resources manager regarding the need for military leave.

Please see the Human Resources Manager for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, GVCS will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the organization. GVCS does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued PTO if you want compensation for this time off. If you do not have accrued PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

GVCS will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, GVCS will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave sick and/or PTO for organ donation and up to five (5) days accrued paid leave sick and/or PTO for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

GVCS will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program if the reasonable accommodation does not impose an undue hardship on the organization. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused PTO or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the GVCS' right to discipline an employee, up to and including termination of employment, for violation of GVCS' Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that they may know you may have to take unpaid time off for emergency duty/training. If you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued PTO if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

CIVIL AIR PATROL LEAVE

GVCS provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by GVCS.

To be eligible, employees must have been employed with GVCS for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give GVCS as much notice as possible of the intended dates upon which the leave would begin and end. GVCS will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued PTO.

REPRODUCTIVE LOSS LEAVE

GVCS provides eligible employees with up to 5 days (unpaid) following the date or final day of multiple-day reproductive loss event. Reproductive loss event

definition includes miscarriage (including suffered by a surrogate), stillbirth, unsuccessful assisted reproduction, failed surrogacy, or failed adoption.

An eligible employee is any person who would have been a parent if the reproductive event had been successful and has been employed for at least 30 days prior to the start of the leave.

The 5 days do not need to be consecutive. Leave must be completed within 3 months of reproductive loss event unless employee is on or chooses to take another leave entitlement such as California Family Rights Act, and then reproductive loss leave must be taken within 3 months of the end date of other leave. The maximum leave period is 20 days per 12-month period.

SECTION 8 – BENEFITS

SICK LEAVE POLICY

Golden Valley Charter Schools (GVCS) enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for GVCS 30 or more days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy.

Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee’s family member. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or “designated person”. “Child” means a biological child, a foster child, an adopted child, a stepchild, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. “Parent” means a biological, foster, or adoptive parent; a stepparent; or a legal guardian of the employee or the employee’s spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee’s legal parent. “Spouse” means a legal spouse, as defined by California law. A “designated person” is any individual the

employee identifies at the time the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault, including being a victim of crime or abuse.

Accrual Rate, Maximum, and Carryover

Eligible employees will accrue one hour of PSL for every 30 hours worked beginning on their first day of employment. Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Employees may accrue up to 48 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment. Each school year, employees may only use a maximum of 24 hours or 3 days of their accrued PSL.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use accrued PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

GVCS prohibits discrimination or retaliation against employees for using their PSL.PAID

TIME OFF (PTO) POLICY

Scope:

All regular employees of Golden Valley Charter Schools (GVCS) are eligible for Paid Time Off (PTO).

FMLA/CFRA leave may run concurrently with any accrued PTO or Sick Leave.

Policy

Requests to use planned PTO days must be submitted to the Paycom system at least 2 weeks in advance. Employees will not be approved for more than 10 days of vacation in a single academic year unless they fall on days that are not considered workdays for teachers.

PTO shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although GVCS will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

GVCS reserves the right to modify or cancel approved PTO in exceptional circumstances or when business needs necessitate the presence of employees during their scheduled time off. Whenever possible, GVCS will provide employees with reasonable notice in the event of PTO cancellation. Employees are expected to adhere to any changes in their approved PTO schedule. The decision to cancel approved PTO is at the discretion of GVCS and will be made based on business needs, workload, or unforeseen circumstances. GVCS will strive to minimize disruptions and will consider the impact on employees while making such decisions. GVCS recognizes that employees may have incurred expenses or made commitments based on approved PTO. Employees may be eligible for reimbursement of documented, non-refundable expenses due to PTO cancellation. Employees seeking reimbursement must follow the established procedure.

GVCS might designate certain periods during which they restrict or limit PTO usage.

This could be due to high workloads, critical business periods, or holiday seasons when staffing needs are higher.

GVCS might limit the number of employees who can be on leave simultaneously, particularly during critical business periods, to ensure adequate coverage and maintain operations.

- PTO may be used for any reason. Employees may accumulate up to 160 hours.
- Employees may carry over unused PTO, up to 80 hours at the end of each school year. Any hours more than 80 will be paid out at the end of the fiscal year.
- Once any employee reaches their specified cap, they will no longer earn PTO until it is used below the stated cap.
- All full-time (37.5 hours per week) employees will be granted 7.5 hours of PTO per month, based on the number of months they work per school year.
- All full-time (40 hours per week) will be granted 8 hours of PTO per month, based on the number of months they work per school year.
- Part-time employees will be granted PTO hours prorated, based on average hours worked per week, and number of months worked during the school year.
- PTO may be advanced up to the amount earned with Executive Director's approval.
- Upon separation from GVCS, any unused PTO will be paid to the employee in their final paycheck.
- Employees starting later in the year will be granted PTO time on a pro-rated basis.
- Prior to the use of "unpaid time off (UTO)", all PTO must be used.
- PTO is based on scheduled hours at the beginning of the year/employment only. Additional hours submitted on a time sheet will not accrue PTO. Additional hours will accrue Sick leave if needed to meet requirements of California Law.
- Once PTO is exhausted GVCS may require a verification for absences.
- Excessive unverified absences may be considered a negative performance issue.
- Excessive Monday/Friday absences may be considered a performance issue.
- School days and pre-service/in-service days may not be Calendared non-workdays.

- Exempt employees must use PTO if taking a day off that is a scheduled school day or pre-service/in-service day. Any exceptions to this rule must be approved by the Executive Director prior to the scheduled day(s) off.

How PTO IS Allotted and Accounted For

| Average hours worked per day | 1+ | 2+ | 3+ | 4+ | 5+ | 6+ | 7.5+ | 8 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-------------|----------|
| PTO hours accrued each month | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Yearly PTO hours 10-month EE | 10 | 20 | 30 | 40 | 50 | 60 | 75 | 80 |
| Yearly PTO hours 11-month EE | 11 | 22 | 33 | 44 | 55 | 66 | 82.5 | 88 |
| Yearly PTO hours 12-month EE | 12 | 24 | 36 | 48 | 60 | 72 | 90 | 96 |
| Maximum Accrual: 160 | | | | | | | | |
| <i>As of each May 31st each employee will be paid on all PTO hours more than 80 during the next pay cycle</i> | | | | | | | | |

INSURANCE BENEFITS

Employees who work 30 hours a week or more* are entitled to insurance benefits offered by Golden Valley Charter Schools. These insurance benefits will include medical, dental, and vision. GVCS will set a defined contribution towards the employee's insurance premiums that are sponsored by GVCS. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit-related questions while on a leave of absence, please contact The Human Resources or Payroll department.

Benefit eligible employees will also be covered under an insurance policy that includes Life & AD&D at no cost to the full-time employee. All regular GVCS employees are covered by the Employee Assistant Program (EAP). Additional voluntary insurance plans will be offered through GVCS at the employee's sole expense.

* Employees must work 30 hours per week or greater on their regular schedule for the entire school year or from the time of hire. For employees whose schedules fluctuate during the school year, GVCS will track the hours, any employee whose hours average 30 hours per week or greater will be eligible for benefits the following school year.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under GVCS' health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at GVCS group rates plus an administration fee. GVCS or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under GVCS health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

Social Security is an important part of every employee's retirement benefit. GVCS pays a matching contribution to each employee's Social Security taxes.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work-related injuries or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from The Human Resources Department.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave (“PFL”) program, which is part of the state’s unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under GVCS policy and applicable law.

GVCS will require you to take up to two weeks of accrued but unused PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER’S COMPENSATION INSURANCE

Eligible employees are entitled to workers’ compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers’ compensation claim.

SECTION 9 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Scope

This policy for navigating the communications/electronic media world is intended to create an atmosphere of trust and individual accountability, while keeping in mind that information published by Golden Valley Charter Schools (“GVCS”), our faculty, staff, parents, and/or students is a reflection and extension of the entire school community. Online behavior must reflect the same high standards that one is expected to show on school premises. What is inappropriate in person is inappropriate online.

Policy

Every employee is responsible for using the Golden Valley Charter Schools' (GVCS) computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems, and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the school principal.

The Communication Systems are the property of GVCS and have been provided for use in conducting GVCS business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are GVCS records and property of GVCS. The Communication Systems are to be used for school purposes only. Employees may, however, use GVCS technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with GVCS business, and does not violate any GVCS policies:

To send and receive necessary and occasional personal communications.

To use the telephone system for brief and necessary personal calls.

To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

GVCS has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, GVCS may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of GVCS' Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from GVCS' Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish GVCS' right to monitor and access materials on its Communication Systems or create any privacy rights of employees in the messages and files on the system. Any password used by

employees must be revealed upon request to GVCS for any reason that GVCS in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though GVCS has the right to retrieve, read and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive prior approval of the Human Resources manager.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on GVCS letterhead.

Offensive and Inappropriate Material

GVCS' policy against discrimination and harassment, sexual or otherwise, applies fully to GVCS' Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability, or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in GVCS' computers. Employees encountering or receiving this kind of material should immediately report the incident to their supervisor or the Human Resources manager.

GVCS may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by GVCS networks. Notwithstanding the foregoing, GVCS is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide

network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to GVCS' blocking software.

Solicitations

GVCS' Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of their supervisor.

Games and Entertainment Software

Employees may not use a GVCS Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to GVCS' "Confidential Information" policy, contained herein, for a general description of what GVCS deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

GVCS' Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any

GVCS approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video, or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to GVCS' network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to GVCS' network.

Files obtained from sources outside GVCS including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents, or vendors, may contain dangerous computer viruses that may damage GVCS' computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- GVCS sources, without first scanning the material with GVCS approved virus checking software. If you suspect that a virus has been introduced into GVCS network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

GVCS reserves the right to modify this policy at any time, with or without notice. GVCS requires employees to acknowledge and comply with a separate "Employee Electronic Media Acceptable Use Agreement" form.

SOCIAL MEDIA POLICY

Golden Valley Charter Schools (GVCS) has adopted the following policy regarding employees' behavior on social networking sites including, but not limited to, Tik Tok, Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, and

YouTube. If you want to incorporate networking protocols or create a social media platform for educational purposes, please collaborate with your school administrators to find and utilize a school-approved networking platform with restrictions. These platforms will be owned by GVCS, granting them full access and control.

This policy is intended to supplement, not replace, GVCS' other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Always comply with the law. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of GVCS' trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with GVCS.
- Do not post confidential information (as defined in this Handbook) about GVCS, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with GVCS' background check procedures.
- Be knowledgeable about and comply with the GVCS's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the GVCS.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of GVCS. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of GVCS, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about GVCS, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the organization, or competitors.
- Never represent yourself as a spokesperson for GVCS unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with GVCS, make it clear that you are not speaking on behalf of GVCS and that your views do not represent those of GVCS, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of GVCS. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of GVCS."
- Never be false or misleading with respect to your professional credentials.
- Do not make public any photos, videos, or other media in the workplace or on GVCS' premises or at School functions on behalf as representing GVCS. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at

all times and immediately reporting any violations of this policy to the Executive Director. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate “friendships” with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their “friends” list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to GVCS.

Employees should weigh whether a particular posting puts their effectiveness as a GVCS employee at risk. GVCS encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the public even after it is removed from the site. Employees are prohibited from discussing students or sharing images that involve students in any school-related context.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to GVCS without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate GVCS, or may violate this policy, please contact the Executive Director.

Social media is in a state of constant evolution, and GVCS recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with GVCS' social medial policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

Golden Valley Charter Schools (GVCS) attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a

great expense for the organization. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each employee assigned a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of GVCS. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms/offices. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to GVCS. Employees are responsible for reimbursing GVCS for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that GVCS is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy regarding a school-issued laptop and employees must return their laptop upon request by GVCS.

CELL PHONE POLICY

Personal telephone calls should be made and received during non-teaching times. Golden Valley Charter Schools' (GVCS) phones should not be used for personal long-distance calls. GVCS expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job and includes, but is not limited to, staff meetings and professional development.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, Golden Valley Charter Schools (GVCS) has established the following policy concerning solicitation and the distribution of written materials other than those directly related to GVCS business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by GVCS.

Employees may not solicit other employees during the workday when the person doing the solicitation or being solicited is engaged in or required to perform work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to perform work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by GVCS.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by GVCS. The Principal or Executive Director must approve any postings prior to posting.

GVCS reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the organization's business.

Employees must leave school premises and other work areas at the end of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to, or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, mealtimes, or other periods during the workday when employees are not properly engaged in performing their work tasks.

Work areas: all areas controlled by the GVCS where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you need to solicit and/or distribute materials on school premises, it must comply with this policy. If you have questions, talk with your supervisor. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources manager.

NEPOTISM POLICY

Golden Valley Charter Schools (GVCS) permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of GVCS, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. GVCS will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in a direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, GVCS will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The Executive Director must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees issued office and classroom keys are responsible for their safekeeping. These employees will sign the Key Log, upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of GVCS. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to your supervisor.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked. The following is also required if applicable, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with the exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time-to-time GVCS may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, at GVCS' discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for GVCS property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to GVCS. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE POLICY

Golden Valley Charter Schools (GVCS) has adopted this policy prohibiting workplace violence. Consistent with this policy, acts, or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect GVCS, or which occur on GVCS property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on GVCS premises, regardless of the relationship between GVCS and the parties involved.

All threats or acts of violence occurring off GVCS premises involving someone who is acting in the capacity of a representative of Golden Valley Charter Schools

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening an individual or their family, friends, associates, or property with harm.
- Intentional destruction or threatening to destroy GVCS property.
- Making harassing or threatening phone calls.
- Harassing surveillance or stalking. (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons.

GVCS' prohibition against threats and acts of violence applies to all persons involved in the organization's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on GVCS property. Violations of this policy by any individual on GVCS property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources manager.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to their supervisor.

Employees should immediately inform their supervisor about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, GVCS may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 10 – STANDARDS OF CONDUCT

PERSONAL STANDARDS FOR DRESS

GVCS believes that teachers and staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming. GVCS encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities. GVCS does allow employees to appear or dress consistently with their gender expression within the above guidelines. In keeping professional standards, employees should use the student dress code as a beginning guideline, i.e. the same requirements apply for images, hair color, shoes, and piercings. Please check with the school principal if you have a specific activity or job duty that requires special dress. Just as we ask students to be conscious of their attire at school, we ask teachers and staff to wear clothes that are professional and not the same outfits that they would wear casually on the weekends.

You can find a copy of the Student Dress Code here: [Student Dress Code.pdf \(goldenvalleycharter.org\)](https://goldenvalleycharter.org/Student_Dress_Code.pdf)

Your supervisor will be the final arbiter of what constitutes appropriate dress and attire.

STAFF-STUDENT BOUNDARIES POLICY

PURPOSE

Golden Valley Charter Schools is a close-knit community, we encourage friendly, heartfelt relationships between students and their teachers. These relationships are at the heart of Waldorf Education. A Waldorf teacher aims to not only teach the whole class, but to reach each child as an individual. At the same time, the school requires employees to follow professional standards of conduct and to maintain appropriate boundaries between themselves and students.

SCOPE

This policy is intended to apply only to Employee - Student interactions. It does not apply to Employee - Employee or Employee - Adult interactions. This policy reasonably excludes Employee - Student interactions that take place within a Parental, Legal Guardian, or Familial relationship.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Golden Valley Charter Schools that no employee will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

GVCS expects that its employees maintain appropriate professional relationships with students and be sensitive to the appearance of impropriety in their conduct with students. Employees are encouraged to discuss issues with their Principal or Executive Director when unsure whether a particular conduct may constitute a violation of the policy.

Employees must understand that even an appearance of inappropriate relationships will adversely impact their effectiveness in the school environment. Therefore, employees must be diligent in maintaining the highest ethical standards when interacting with students both inside and outside the school environment and should practice the utmost professionalism with forming any social relationships with students and families outside the classroom.

While the use of appropriate touching is part of daily life and is important for student development, employees must ensure that they do not exceed appropriate behavior. If a child or employee requests that they not be touched, that request must be honored.

DEFINITIONS

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

“Grooming” is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

“Suspicion” means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred.

ACCEPTABLE AND UNACCEPTABLE BEHAVIORS

Some activities may seem innocent from a staff member's employee's point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is

not to restrain innocent, positive relationships between employees and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.”

Employees must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the employee discipline up to and including termination. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that such gifts be filtered through the School Principal and the rationale.
2. Kissing of ANY kind.
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces.
5. Sitting students on one's lap. (grades 3 and above)
6. Touching buttocks, thighs, chest, or genital area.
7. Wrestling with students or other staff members except in the context of a formal wrestling program.
8. Tickling or piggyback rides.
9. Any form of sexual contact.
10. Any type of unnecessary physical contact with a student in a private situation.
11. Intentionally being alone with a student away from school.
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such.
13. “Dating” or “going out with” a student.
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”

15. Taking or requesting photographs or videos of students for personal use or posting online.
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts.
17. Leaving campus alone with a student for lunch.
18. Sharing a bed, mat, or sleeping bag with a student.
19. Making, or participating in, sexually inappropriate comments.
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres.
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented.
23. Discussing your personal troubles or intimate issues with a student.
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior.
25. Giving students a ride to/from school or school activities without the express, advance written permission of the School Principal and the student's parent or legal guardian.
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view.
27. Allowing students at your home and/or in rooms within your home without signed parental or legal guardian permission.
28. Staff mirroring the immature behavior of minors.
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.
30. A visit to the student's home without parental or legal guardian approval or administrative notification.

This policy does not prevent:

1. Touching a student for the purpose of guiding them along a physical path.
2. Helping them up after a fall.
3. Engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid.

Nor does it prohibit the use of reasonable force and touching in self-defense or in

the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such a force as necessary to defend oneself, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back.
2. Handshakes.
3. "High-fives" and hand slapping.
4. Touching face to check temperature or other first aid procedures.
5. Consoling an upset student by example: wipe away a tear, remove hair from face, or other similar types of contact.
6. Placing TK through second-grade students on one's lap to comfort the child for a short duration only.
7. Holding hands while walking with small children or children with significant disabilities.
8. Assisting with toileting of small or disabled children in view of another staff member.
9. Touch required under an IEP, behavioral contract or 504 Plan.
10. Reasonable restraint of a violent person to protect self, others, or property.
11. Obtaining formal written pre-approval from the School Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus.
12. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment), see Staff Electronic Media Policy and Employee Electronic Media Acceptable Use Agreement.
13. Keeping the door wide open when alone with a student.
14. Keeping reasonable and appropriate space between you and the student.

15. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing.
16. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior.
17. Keeping after-class discussions with a student professional and brief.
18. Socializing (attending outings) with class or group gatherings with students outside of approved functions with parent or legal guardian approval.
19. Prioritizing professional behavior during all moments of student contact.

BOUNDARIES REPORTING

1. Immediately ask for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries.
2. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later.
3. Recognizing the responsibility to report “Unacceptable Behaviors” of students and/or co-workers; see something, say something.
4. Involving your direct supervisor in a discussion about boundaries situations that have the potential to become more severe. (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
5. Asking another employee to be present or within close supervisory distance, when you must be alone with a student after regular school hours.

When any employee, parent or student becomes aware of an employee (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of “grooming behavior,” he or she must report the suspicion to the School Principal promptly. The School Principal shall notify the Executive Director. Prompt reporting of “unacceptable behaviors” observed in adult interactions with minors is essential to protect students, employees, any witnesses, and the school as a whole. When observant employees call attention to a boundaries violation(s), the likelihood of harm is greatly reduced.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse (or you reasonably suspect it), California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to your county child protective agency (CPS) or local police/sheriff. The report

shall be made by phone immediately (employees will be provided with a break from their duties to file the report), and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse.

You do not need permission to report. No supervisor or administrator can impede or inhibit a report or sanction you for making the report. Your report is confidential, and you are protected from liability as long as you do not discuss the matter with anyone other than law enforcement, CPS and your school's designated responsible administrative person. Failure to meet your reporting obligation can result in a monetary fine and/or jail.

Internal reporting to the School Principal occurs after the phone-in report is made to the police/sheriff or CPS.

Internal Investigations

The School Principal will promptly communicate with the investigating enforcement agency to determine whether an investigation will be conducted by that agency. The administrator will confirm with law enforcement whether the initiation of an internal school investigation would interfere with any criminal investigation. Only law enforcement has the authority to grant clearance to investigate the matter administratively.

Upon receiving information from the mandated reporter, the designated responsible administrator must take immediate action to stop the alleged inappropriate conduct ^{3/4}by removing the employee (or volunteer/vendor/guest) from the classroom or worksite when there is a potential risk to student or school safety. The Executive Director shall consult with legal counsel as appropriate, prior to, during, and after conducting any investigation.

Consequences

Employees who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to the authorities for potential legal action.

California Ed Code of Regulations, Section 80303 requires Schools/Districts to report Credential holders change in employment status due to allegations of misconduct.

CUSTOMER & PUBLIC RELATIONS

STANDARDS OF CONDUCT AND CIVILITY POLICY

At Golden Valley Charter Schools (GVCS) we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

GVCS employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest ethical standards are expected in all matters internal as well as with students, parents, and the community at large. All GVCS employees and any individuals acting on behalf of GVCS are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or. Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a prohibited list of conduct not tolerated by GVCS. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by GVCS.

- Falsification of employment records, employment information, or other School records.

Falsification of any student records, including but not limited to attendance records, grading, assessments, and parent signatures.

- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any timecard, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.

- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of GVCS.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or GVCS name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.

Failure of an employee to obtain permission to leave work during normal working hours.

- Abuse of sick leave.
- Violation of the Communication Systems Policy.

- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating GVCS' dress code.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security, or School rule.
- Negligence or other conduct leading to the endangerment of harm to a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

You may, during your duties, be advised of certain confidential business matters and affairs of GVCS regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of GVCS and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information, and financial information. You shall not, either during your employment with GVCS or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment.
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be

employed any confidential information in any manner whatsoever, except in furtherance of the business of GVCS.

- Without the written consent of GVCS, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of GVCS, except to the extent required in the ordinary course of your duties.

Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the approval of the principal or Executive Director and the consent of the individual being recorded.

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses all identifying or confidential information of all former and current students protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of GVCS or which give the appearance of such impairment create an actual or potential conflict of interest.

GVCS expects employees to devote their best efforts to the interests of our school. GVCS recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at GVCS or create a conflict of interest with your statutory duty of loyalty to GVCS. GVCS prohibits employees from working with another School or external organization that competes with GVCS whether as a regular employee or as a consultant.

If you have any questions about whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact your supervisor to obtain advice on this issue. A violation of this policy will result in

immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full-time employee, we expect you to devote your full professional effort to your position at GVCS. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at GVCS
- Involve organizations that are doing or seek to do business with GVCS including actual or potential vendors.
- Violate provisions of law or GVCS policies or rules.
- When the employee is on medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to GVCS must be given priority. Full time employees are hired and continue employment with the understanding that GVCS is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of GVCS is strictly prohibited.

EXPENSE REIMBURSEMENT POLICY

GVCS reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without authorization. Employees who have incurred business expenses should submit required receipts to GVCS business office within 30 days of incurring the expense.

GVCS expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

GVCS does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. GVCS will not be responsible for fuel, maintenance, traffic, or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense.
- The name(s) and title(s) of the individuals involved.
- The purpose for the expense.

Expense summaries must be submitted with receipts and approved by your supervisor.

All expenses and summaries must be submitted within 30 days to the Business Systems Coordinator for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodation. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of \$13.00 for breakfast, \$15 for lunch and \$26 for dinner with receipts. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event. Hotel/lodging expenses must be preapproved.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance.
- Personal reading materials.
- Childcare.

- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives.
- In-room movies or video games.
- Sporting activities, shows, etc.
- Alcohol with meals.

Any questions related to the content of this policy, or its interpretation should be directed to your supervisor or the Business Systems Coordinator.

Cell Phone Reimbursement

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of \$35.00 per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan used for work purposes. If an employee believes this amount is insufficient, the employee must provide GVCS with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. GVCS may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact your supervisor.

SECTION 11 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of Golden Valley Charter Schools (GVCS) to promote a safe, healthy and productive work environment for all employees. GVCS recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or school success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that

impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

GVCS complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils.
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time.
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending GVCS function or event.
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on GVCS premises.
- Refusing to submit to an inspection or testing when requested by administration.
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on GVCS' premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify GVCS in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction: or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impair the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to your supervisor. Your supervisor will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the

prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on GVCS premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by GVCS where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately while at School-sponsored functions or representing GVCS.

GVCS may at times conduct unannounced searches of GVCS property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other GVCS-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at GVCS' sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at GVCS. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, GVCS may report such illegal drug activities to an appropriate law enforcement agency.

GVCS may require a test by intoxicator, blood test, urinalysis, medical examination, or other pre-hiring drug/alcohol screening of those persons whom GVCS reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. GVCS

shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as cigars, pipes, e-cigarettes, vaping and marijuana. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of people loitering for no apparent reason. All staff are expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance other employees or call 911. Report any suspicious persons or activities to the principal. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Please report any problems with our security systems to your supervisor.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on GVCS property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employees must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

GVCS cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on GVCS premises, including the parking area, or away from school property while on school business. GVCS employees are prohibited from using personal property for work-related purposes unless approved in advance by your supervisor.

SAFETY POLICY

Golden Valley Charter Schools (GVCS) is firmly committed to maintaining a safe and healthy working environment. All employees of GVCS are expected to be always safety conscious on the job. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or another supervisor immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on GVCS premises, or in a product, facility, piece of equipment, process, or business practice for which GVCS is responsible, bring it to the attention of your supervisor or another supervisor immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Human Resources manager.

GVCS has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

GVCS has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, GVCS will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety

of our employees. You should report any ergonomic concerns to the Human Resources manager.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your supervisor. GVCS uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or are likely to be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employees must follow all labeling requirements.

SECTION 12 – TERMINATION

VOLUNTARY TERMINATION

GVCS will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from GVCS (2) fails to return from an approved leave of absence on the date specified without notifying GVCS for the need for continued leave including failure to communicate with GVCS or (3) fails to report for work without notice to GVCS for three consecutive workdays. GVCS requests that employees provide at least two weeks' written notice of a voluntary termination. All GVCS property must be returned immediately upon terminating employment. GVCS retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct, or other violations of GVCS' Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, GVCS reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at GVCS will be asked to take part in an exit interview with the Human Resources manager to communicate their challenges and growth while employed at GVCS. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resources manager. Only the Human Resources manager is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, GVCS will disclose only the dates of employment and the title of the last position held. GVCS will verify or disclose an employee's salary history only if the employee provides written authorization for GVCS to provide the information. However, GVCS will provide information about current or former employees as required by law or court order. GVCS will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources Manager.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Golden Valley Charter Schools' Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of GVCS' Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that GVCS is committed to providing a work environment that is free from harassment, discrimination, and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding GVCS' expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract but provides guidelines for personnel concerning some of GVCS' policies.

Just as I am free to terminate the employment relationship with GVCS at any time, GVCS in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and GVCS for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of Golden Valley Charter Schools, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between GVCS and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with GVCS, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

GVCS reserves the right to modify, alter, add to, or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

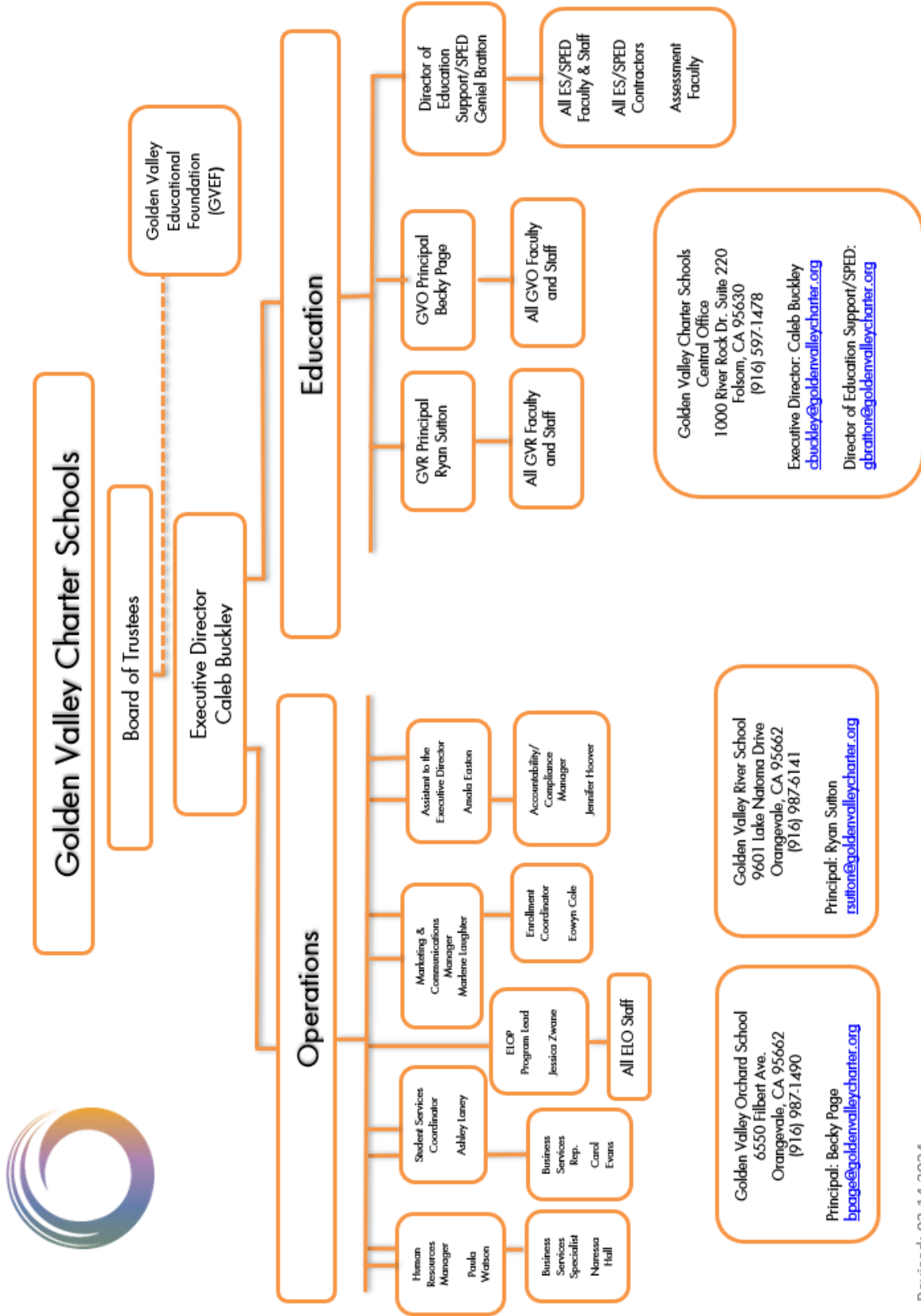
Other than GVCS Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) _____

Employee Signature: _____

Date: _____

Addenda Form A; Organization Chart



Revised: 03.14.2024

NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

Waiver of First Meal Period (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that GVCS provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.
- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to the Business Services Specialist (payroll) or my supervisor. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Business Services Specialist (payroll) or my supervisor.

Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish to revoke this waiver, I will notify the Business Services Specialist (payroll) or my supervisor immediately.

Employee's Printed Name

Employee's Signature

Date

GOLDEN VALLEY CHARTER SCHOOLS

NON-EXEMPT EMPLOYEE

MEAL AND REST PERIOD REPORTING FORM

(ONE FORM FOR EACH APPLICABLE DAY)

Employee Name (Please Print): _____

Date: _____

Date/Time Issue Occurred: _____

Position: _____

Reported Issue(s)/Reason: (CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)

Meal Periods Reason for Missed, Late, Interrupted or Short Meal Period

Missed Meal Period Voluntary Involuntary Other

Late Meal Period Voluntary Involuntary Other

Interrupted Meal Period Voluntary Involuntary Other

Short Meal Period Voluntary Involuntary Other

Rest Periods

Missed Rest Period Voluntary Involuntary Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

****Voluntary:** It was my own choice to refuse an authorized meal or rest period.

Involuntary: Through no choice of my own, I was not able to have a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.

Employee Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

FORM MUST BE SUBMITTED TO YOUR SUPERVISOR ASAP AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS.

Appendix H: Audit Report



Golden Valley Charter Schools for Education Renewal

Charters #0946, #1728

Financial Statements
June 30, 2024



Golden Valley Charter Schools for Education Renewal

Financial Statements
Year Ended June 30, 2024

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Independent Auditor's Report

To the Board of Directors
Golden Valley Charter Schools for Education Renewal

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Golden Valley Charter Schools for Education Renewal (a nonprofit organization), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Golden Valley Charter Schools for Education Renewal as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Golden Valley Charter Schools for Education Renewal and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Golden Valley Charter Schools for Education Renewal's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Golden Valley Charter Schools for Education Renewal' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Golden Valley Charter Schools for Education Renewal' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Golden Valley Charter Schools for Education Renewal' financial statements.

The accompanying financial statements by school and additional accompanying supplementary information, as identified in the Table of Contents and as required by the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the accompanying supplementary information, as identified in the Table of Contents, are fairly state, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Other Information section of the report, as identified in the table of contents, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2024 on our consideration of Golden Valley Charter Schools for Education Renewal’ internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Golden Valley Charter Schools for Education Renewal’ internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Golden Valley Charter Schools for Education Renewal’ internal control over financial reporting and compliance.

El Cajon, California
December 9, 2024

Financial Statements

Golden Valley Charter Schools for Education Renewal
Statement of Financial Position
June 30, 2024

Assets

| | |
|-----------------------------|---------------------|
| Cash and cash equivalents | \$ 475,062 |
| Accounts receivable | 1,674,378 |
| Prepaid expenses | 124,638 |
| Property and equipment, net | 1,723 |
| Total Assets | <u>\$ 2,275,801</u> |

Liabilities and Net Assets

Liabilities

| | |
|--|------------------|
| Accounts payable - vendors | \$ 202,686 |
| Accounts payable - grantor governments | 464,521 |
| Accrued payroll liabilities | 247,670 |
| Unearned revenue | 398,133 |
| Accrued vacation liability | 194,269 |
| Total Liabilities | <u>1,507,279</u> |

Net Assets

| | |
|---|---------------------|
| Without donor restrictions | |
| Undesignated | 766,799 |
| Invested in property and equipment, net of related debt | <u>1,723</u> |
| Total Net Assets | <u>768,522</u> |
| Total Liabilities and Net Assets | <u>\$ 2,275,801</u> |

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal

Statement of Activities Year Ended June 30, 2024

| | Without Donor Restrictions | With Donor Restrictions | Total |
|--|-------------------------------|----------------------------|--------------|
| Revenue, Support, and Gains | | | |
| Local Control Funding Formula (LCFF) sources | | | |
| State aid | \$ 4,145,370 | \$ - | \$ 4,145,370 |
| Education protection account state aid | 488,828 | - | 488,828 |
| Transfers in lieu of property taxes | 1,775,882 | - | 1,775,882 |
| Total LCFF sources | 6,410,080 | - | 6,410,080 |
| Federal contracts and grants | - | 269,823 | 269,823 |
| State contracts and grants | 523,348 | 1,208,170 | 1,731,518 |
| Local contracts and grants | 100,917 | - | 100,917 |
| Donations | 267,056 | - | 267,056 |
| Rental income - Hope Vision Center | - | - | - |
| Interest income | 274 | - | 274 |
| Net assets released from restriction - | - | - | - |
| Grant restrictions satisfied | 1,477,993 | (1,477,993) | - |
| Total revenue, support, and gains | 8,779,668 | - | 8,779,668 |
| Expenses and Losses | | | |
| Program services expense | 6,953,316 | - | 6,953,316 |
| Supporting services expense | 2,084,910 | - | 2,084,910 |
| Total expenses and losses | 9,038,226 | - | 9,038,226 |
| Change in Net Assets | (258,558) | - | (258,558) |
| Net Assets, Beginning of Year | 1,027,080 | - | 1,027,080 |
| Net Assets, End of Year | \$ 768,522 | \$ - | \$ 768,522 |

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal
Statement of Functional Expenses
Year Ended June 30, 2024

| | Program Services | Supporting Services | Total |
|--|----------------------|------------------------|---------------------|
| | Educational Programs | Management and General | |
| Salaries and wages | \$ 3,316,135 | \$ 1,151,483 | \$ 4,467,618 |
| Pension expense | 1,000,868 | 300,173 | 1,301,041 |
| Other employee benefits | 395,137 | 59,743 | 454,880 |
| Payroll taxes | 125,818 | 72,056 | 197,874 |
| Fees for services: | | | |
| Management | - | 207,403 | 207,403 |
| Legal | - | 4,185 | 4,185 |
| Audit | - | 15,500 | 15,500 |
| Professional consulting | 454,510 | - | 454,510 |
| District oversight | - | 63,902 | 63,902 |
| Banking and service charges | - | 44,169 | 44,169 |
| Advertising and promotion | - | 638 | 638 |
| Information technology | 19,840 | 24 | 19,864 |
| Operation and housekeeping | 910 | - | 910 |
| Occupancy | 727,098 | 30,261 | 757,359 |
| Conferences, conventions, and meetings | 151,336 | 564 | 151,900 |
| Depreciation | 4,112 | - | 4,112 |
| Insurance | - | 98,404 | 98,404 |
| Other expenses: | | | |
| Books and supplies | 634,462 | 877 | 635,339 |
| Equipment rental and repair | 15,929 | - | 15,929 |
| Student events | 107,161 | - | 107,161 |
| Dues and memberships | - | 18,435 | 18,435 |
| Miscellaneous | - | 17,093 | 17,093 |
| Total expenses by function | <u>\$ 6,953,316</u> | <u>\$ 2,084,910</u> | <u>\$ 9,038,226</u> |

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal

Statement of Cash Flows

Year Ended June 30, 2024

| | |
|---|---------------------|
| Cash Flows from Operating Activities | |
| Receipts from federal, state, and local contracts and grants | \$ 6,046,720 |
| Receipts from property taxes | 1,775,882 |
| Receipts from interest | 274 |
| Other cash receipts | 267,056 |
| Payments for salaries, benefits and payroll taxes | (6,453,100) |
| Payments to vendors | (2,414,745) |
| Net Cash Used For Operating Activities | <u>(777,913)</u> |
| Cash Flows from Investing Activities | |
| Purchases of property and equipment | (1,380) |
| Net Cash From Investing Activities | <u>(1,380)</u> |
| Net Change in Cash and Cash Equivalents | (779,293) |
| Cash and Cash Equivalents, Beginning of Year | <u>1,254,355</u> |
| Cash and Cash Equivalents, End of Year | <u>\$ 475,062</u> |
| Reconciliation of Change in Net Assets to Net Cash Used For Operating Activities | |
| Change in net assets | \$ (258,558) |
| Adjustments to reconcile change in net assets to net cash: | |
| Depreciation and amortization | 4,112 |
| Changes in operating assets and liabilities | |
| (Increase) Decrease in assets | |
| Accounts receivable | (551,059) |
| Accounts receivable - related entities | 12,164 |
| Prepaid expenses | 90,337 |
| Increase (Decrease) in liabilities | |
| Accounts payable - vendors | 95,455 |
| Accounts payable - grantor governments | (21,597) |
| Accrued payroll liabilities | (31,687) |
| Unearned revenue | (117,080) |
| Net Cash Used For Operating Activities | <u>\$ (777,913)</u> |

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements
Year Ended June 30, 2024

A. Principal Activity and Summary of Significant Accounting Policies

Organization

Charter Schools

Golden Valley Charter Schools for Educational Renewal (the Organization) is a non-profit public benefit corporation. The Organization petitioned and was approved through San Juan Unified School District for a charter. The mission of the Organization is that each student becomes a self-directed, life-long learner with the support of a community of peers, teachers, and parents. The Organization envisions that through a whole-child approach to learning, student curiosity, enthusiasm and effort will enable all children to reach the fullest expression of their individual potential.

The Organization operates two charter schools. Golden Valley River [#0946] is a K-8 charter school and was granted a charter number under the sponsorship of the San Juan Unified School District for a charter in July 2007. Golden Valley Orchard [#1728] is a K-8 charter school that was granted its charter by the San Juan Unified School District in May 2015. They were formed pursuant to the terms of the Charter Schools Act (the Act) of 1992, as amended. The Act authorized the formation of charter schools for the purpose, among others, of developing new, innovative, and more flexible ways of educating children within the public school system. In 2015, Golden Valley Charter Schools for Educational Renewal transitioned from a single site to a central office of a charter management organization in order to support operating multiple schools.

Home Office

The home office location is utilized by the back office, CSMC, to handle intercompany transactions for the entity as a whole. It is not a separate entity, the assets and liabilities that it has belong to the Organization.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit corporations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The Organization considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of non-interest bearing amounts due to the Organization for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the Organization.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Property and Equipment

The Organization records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2024.

Investments

The Organization's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments result in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities. The Organization's policy is to follow the fair value measurement and reporting requirements contained in FASB ASC 820 *Fair Value Measurements and Disclosures*.

Prepaid Expenses

Prepaid expenses are recorded to account for expenditures during the benefiting period.

Leases

The Organization leases facilities and equipment which are utilized in its charitable purpose. The Organization determines if an arrangement is a lease at inception. Operating leases are included in the operating lease right-of-use assets, other current liabilities, and operating lease liabilities in the Statement of Financial Position. Financing leases are included in the financing lease right-of-use assets, other current liabilities, and financing lease liabilities in the Statement of Financial Position.

Right-of-use assets represent our right to use an underlying asset for the lease term and lease liabilities represent our obligation to make lease payments arising from the lease. Operating lease right-of-use assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. As most of our leases do not provide an implicit rate, we use our incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments. The operating lease right-of-use asset also includes any lease payments made and excludes lease incentives. Our lease term may include options to extend or terminate the lease when it is reasonably certain that we will exercise that option. Lease expense for lease payments is recognized on a straight-line basis over the lease term.

The lease agreements do not contain any material residual value guarantees or material restrictive covenants.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

The Organization has lease agreements with lease and non-lease components, which are generally accounted for separately. The Organization has elected to apply the short-term lease exemption to any leases with terms of 12 months or less or any leases below the threshold of \$5,000.

In evaluating contracts to determine if they qualify as a lease, the Organization considers factors such as whether they have obtained substantially all of the rights to the underlying asset through exclusivity, if the Organization can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

In allocating consideration in the contract to the separate lease components and the non-lease components, the Organization uses the stand-alone prices of the lease and non-lease components. Observable stand-alone prices are used, if available. If the stand-alone price for a component has a high level of variability or uncertainty, this allocation may require significant judgment.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the Organization. Accumulated sick leave benefits are not recognized as liabilities of the Organization. The Organization's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates those resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the Organization's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2024.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the Organization to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Revenue and Revenue Recognition

The Organization follows the provisions of FASB ASC 958-605 thereby recognizing revenue when applicable performance related barriers have been satisfied and the revenue is earned. A performance-related barrier represents something that must be achieved, performed or delivered in order to receive funds. Performance related barriers are required to be measurable, limit discretion by recipient on the conduct of the activity, and the stipulations are related to the purpose of the agreement or grant. When funds are received and performance-related barriers are not satisfied, the Organization records the funds as unearned revenue.

After the Organization has determined that performance related barriers have been satisfied, the revenue is recognized as either restricted or unrestricted based on the nature of the resources and conditions of the grantor. Restrictions on recognized revenue could constitute allowable uses of the resources that are narrower than the Organization's mission but are not considered performance-related barriers. Restricted resources are released from their restriction once the restricted purpose has been satisfied.

The Organization primarily receives funds from the California Department of Education (CDE). Local Control Funding Formula revenue and state revenues received from CDE are based on the Organization's average daily attendance (ADA) of students and recognized in the period the ADA occurs. In addition, the Organization receives state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

LCFF Revenues and Payments in Lieu of Property Taxes

The Organization's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 73% of the Organization's revenue.

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

The LCFF includes the following components applicable to the Organization:

1. Provides a base grant for each school based on the school's ADA. The actual base grant varies based on grade span.
2. Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
3. Provides a supplemental grant equal to 20 percent of the adjusted base grants for targeted disadvantaged students. Targeted students are those classified as English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, homeless youth, or any combination of these factors (unduplicated count).
4. Provides a concentration grant equal to 65 percent of the adjusted base grant for targeted students exceeding 55 percent of the school's enrollment.

The Organization is not at risk of losing these funding sources, as long as the schools maintain a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

Income Taxes

The Organization is a 509(a)(1) publicly supported non-profit Organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The Organization is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The Organization may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2024, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The Organization follows provisions of uncertain tax positions as addressed in ASC 958. The Organization recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2024.

The Organization files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Advertising

Advertising costs are expensed as incurred and approximated \$638 during the year ended June 30, 2024.

Financial Instruments and Credit Risk

The Organization manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the Organization to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the Organization has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by the Organization and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year-to-year basis, The Organization believes that the investment policies and guidelines are prudent for the long-term welfare of the Organization.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2023-24 fiscal year:

| Description | Date Issued |
|--|-------------|
| FASB Accounting Standards Update 2016-13 - <i>Credit Losses (Topic 326)</i> | Jun-16 |
| FASB Accounting Standards Update 2017-04 - <i>Intangibles, Goodwill & Other (Topic 350)</i> | Jan-17 |
| FASB Accounting Standards Update 2018-19 - <i>Codification Improvements for Credit Losses (Topic 326)</i> | Nov-18 |
| FASB Accounting Standards Update 2019-10 - <i>Financial Instruments, Credit Losses</i> | Nov-19 |
| FASB Accounting Standards Update 2022-02 - <i>Financial Instruments-Credit Losses (Topic 326): Troubled Debt Restructurings and Vintage Disclosures</i> | Mar-22 |
| FASB Accounting Standards Update 2022-04 - <i>Liabilities-Supplier Finance Programs (Subtopic 405-50): Disclosure of Supplier Finance Program Obligations</i> | Sep-22 |
| FASB Accounting Standards Update 2023-06 - <i>Disclosure Improvements Codification Amendments in Response to the SEC's Disclosure Update and Simplification Initiative</i> | Oct-23 |

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The Organization has adopted provisions of effective Accounting Standards Updates. The issuance of these standards did not result in a presentation or accounting change that impacted these financial statements.

Subsequent Events

In preparing these financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through December 9, 2024, the date the financial statements were available to be issued.

B. Liquidity and Availability

The Organization's financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

| | Golden Valley River | Golden Valley Orchard | Home Office | Total |
|---------------------------|------------------------|--------------------------|-------------------|---------------------|
| Cash and cash equivalents | \$ 364,356 | \$ - | \$ 110,706 | \$ 475,062 |
| Accounts receivable | 1,047,577 | 626,801 | - | 1,674,378 |
| Total | <u>\$ 1,411,933</u> | <u>\$ 626,801</u> | <u>\$ 110,706</u> | <u>\$ 2,149,440</u> |

As part of the Organization's liquidity management plan, the Organization invests cash in excess of daily requirements in short-term investments, CDs, and money market funds.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

C. Cash and Investments

The Organization's cash and investments on June 30, 2024, consisted of the following:

| | Golden Valley River | Golden Valley Orchard | Home Office | Total |
|---------------------------------|------------------------|--------------------------|-------------|------------|
| Cash in bank accounts | \$ 364,356 | \$ - | \$ 110,706 | \$ 475,062 |
| Total cash and cash equivalents | \$ 364,356 | \$ - | \$ 110,706 | \$ 475,062 |

Cash in Bank

The Organization's cash in bank (\$475,062 as of June 30, 2024) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2024, the Organization held \$873,450 in excess of the FDIC insured amounts. The Organization reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The Organization has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

D. Accounts Receivable

As of June 30, 2024, the Organization's accounts receivable consisted of the following:

| | Golden Valley River | Golden Valley Orchard | Total |
|---------------------------------|------------------------|--------------------------|--------------|
| Federal Government | | | |
| Title I | \$ - | \$ 7,606 | \$ 7,606 |
| ESSER | 35,230 | 32,919 | 68,149 |
| Child Nutrition | 12,067 | 12,577 | 24,644 |
| Other Federal Programs | 9,126 | 20,889 | 30,015 |
| State Government | | | |
| Education Protection Account | 1,838 | 13,011 | 14,849 |
| State Aid | 638,862 | 236,795 | 875,657 |
| Lottery Funding | 28,744 | 41,513 | 70,257 |
| Child Nutrition | 15,764 | 20,854 | 36,618 |
| Expanded Learning Opportunities | 57,849 | 9,799 | 67,648 |
| Special Education | 59,435 | 57,847 | 117,282 |
| Other State Programs | 1,757 | 20,898 | 22,655 |
| Local Government | | | |
| Property Tax Payments | 186,905 | 152,093 | 338,998 |
| Total Accounts Receivable | \$ 1,047,577 | \$ 626,801 | \$ 1,674,378 |

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

E. Prepaid Expenses

As of June 30, 2024, the Organization's prepaid expenses consisted of the following:

| | Golden Valley River | Golden Valley Orchard | Home Office | Total |
|------------------------|------------------------|--------------------------|------------------|-------------------|
| Rent | \$ 24,855 | \$ 24,327 | \$ 8,253 | \$ 24,855 |
| Prepaid vendors | 21,193 | 20,368 | 11,195 | 52,756 |
| Insurance | - | - | 14,447 | 14,447 |
| Total Prepaid Expenses | <u>\$ 46,048</u> | <u>\$ 44,695</u> | <u>\$ 33,895</u> | <u>\$ 124,638</u> |

F. Property and Equipment

Property and equipment for Golden Valley River consisted of the following at June 30, 2024:

| | Beginning Balance | Additions | Deletions | Ending Balance |
|------------------------------------|----------------------|-------------------|-------------|-------------------|
| Depreciable Capital Assets | | | | |
| Equipment, Furniture, and Fixtures | \$ 14,324 | \$ - | \$ - | \$ 14,324 |
| Total Depreciable Capital Assets | 14,324 | - | - | 14,324 |
| Total Capital Assets | 14,324 | - | - | 14,324 |
| Less Accumulated Depreciation | (11,221) | (2,864) | | (14,085) |
| Capital Assets, Net | <u>\$ 3,103</u> | <u>\$ (2,864)</u> | <u>\$ -</u> | <u>\$ 239</u> |

Property and equipment for Golden Valley Orchard consisted of the following at June 30, 2024:

| | Beginning Balance | Additions | Deletions | Ending Balance |
|------------------------------------|----------------------|---------------|-------------|-------------------|
| Depreciable Capital Assets | | | | |
| Equipment, Furniture, and Fixtures | \$ 6,239 | \$ 1,380 | \$ - | \$ 7,619 |
| Total Depreciable Capital Assets | 6,239 | 1,380 | - | 7,619 |
| Total Capital Assets | 6,239 | 1,380 | - | 7,619 |
| Less Accumulated Depreciation | (4,887) | (1,248) | | (6,135) |
| Capital Assets, Net | <u>\$ 1,352</u> | <u>\$ 132</u> | <u>\$ -</u> | <u>\$ 1,484</u> |

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Consolidated property and equipment consisted of the following at June 30, 2024:

| | Beginning Balance | Additions | Deletions | Ending Balance |
|------------------------------------|----------------------|------------|-----------|-------------------|
| Depreciable Capital Assets | | | | |
| Equipment, Furniture, and Fixtures | \$ 20,563 | \$ 1,380 | \$ - | 21,943 |
| Total Depreciable Capital Assets | 20,563 | 1,380 | - | 21,943 |
| Total Capital Assets | 20,563 | 1,380 | - | 21,943 |
| Less Accumulated Depreciation | (16,108) | (4,112) | - | (20,220) |
| Capital Assets, Net | \$ 4,455 | \$ (2,732) | \$ - | \$ 1,723 |

G. Unearned Revenue

As of June 30, 2024, the Organization's unearned revenue consisted of the following:

| | Golden Valley River | Golden Valley Orchard |
|--|------------------------|--------------------------|
| Federal Revenue: | | |
| Title I | \$ 1,584 | \$ - |
| State Programs: | | |
| Prop 28 Arts and Music | 34,284 | 29,872 |
| Arts, Music, and Instructional Materials | 58,526 | 50,615 |
| Learning Recovery Emergency | 91,574 | 131,678 |
| Total | \$ 185,968 | \$ 212,165 |

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2024:

| | Golden Valley River | Golden Valley Orchard |
|--|------------------------|--------------------------|
| Unearned Revenue, beginning of period | \$ 224,127 | \$ 291,086 |
| Increases in unearned revenue due to cash received during the period | 117,422 | 100,406 |
| Decreases in unearned revenue due to performance obligations met during the period | (155,581) | (179,327) |
| Unearned Revenue, end of period | \$ 185,968 | \$ 212,165 |

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

H. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the Organization chooses to stop participating in some of its multi-employer plans, the Organization may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The Organization's participation in these plans for the fiscal year ended June 30, 2024, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2024, 2023 and 2022 is for the plan's year-end at June 30, 2024, 2023 and 2022, respectively. The zone status is based on information that the Organization received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Golden Valley Charter Schools for Education Renewal increased in CalSTRS contributions from 2022 to 2023 by 58.85% followed by an increase in 2024 of 29.37%. Golden Valley Charter Schools for Education Renewal increased in CalPERS contributions from 2022 to 2023 by 5.84% followed by an increase in 2024 of 25.59%. The increase in both STRS and PERS is largely due to an increase in participants combined with an increase in salaries and contribution rates.

| Pension Fund | EIN/ Pension Plan Number | Pension Protection Act Zone Status Year Ended June 30, | | | FIP/RP Status Pending/ Implemented | |
|--------------|--------------------------------|--|------------|-----------|---|----------------------|
| | | 2024 | 2023 | 2022 | | |
| CalSTRS | 34098 | Green | Green | Green | No | |
| CalPERS | 5621014982 | Yellow | Yellow | Green | No | |
| | | Contributions | | | Number of Employees | Surcharge Imposed |
| Pension Fund | 2024 | 2023 | 2022 | Employees | Imposed | |
| CalSTRS | \$ 809,599 | \$ 625,783 | \$ 393,936 | 42 | No | |
| CalPERS | 491,442 | 391,312 | 369,708 | 50 | No | |
| Total | \$ 1,301,041 | \$ 1,017,095 | \$ 763,644 | 92 | | |

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

CalSTRS:

The Organization contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2023, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 19.10% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The Organization made contributions as noted above. For the year ended June 30, 2023, the State contributed \$458,971 (10.828% of certificated salaries plus an additional supplemental amount) on behalf of the Organization.

CalPERS:

The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2022-23 was 25.37% of classified salaries. The Organization made contributions as noted above.

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

I. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

| Description | Date Issued | Fiscal Year Effective |
|--|-------------|-----------------------|
| FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i> | Aug-18 | 2024-25 |
| FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i> | Nov-19 | 2024-25 |
| FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i> | Aug-20 | 2024-25 |
| FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i> | Aug-20 | 2024-25 |
| FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i> | Nov-20 | 2025-26 |
| FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i> | Oct-21 | 2024-25 |
| FASB Accounting Standards Update 2022-01 - <i>Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method</i> | Mar-22 | 2024-25 |
| FASB Accounting Standards Update 2022-03 - <i>Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions</i> | Jun-22 | 2025-26 |
| FASB Accounting Standards Update 2022-05 - <i>Financial Services - Insurance (Topic 944): Transition for Sold Contracts</i> | Dec-22 | 2025-26 |
| FASB Accounting Standards Update 2023-01 - <i>Leases (Topic 842): Common Control Arrangements</i> | Mar-23 | 2024-25 |
| FASB Accounting Standards Update 2023-02 - <i>Investments (Topic 323): Accounting for Investments in Tax Credit Structures</i> | Mar-23 | 2025-26 |
| FASB Accounting Standards Update 2023-05 - <i>Business Combinations - Joint Venture Formations (Subtopic 805-60)</i> | Aug-23 | 2024-25 |
| FASB Accounting Standards Update 2023-07 - <i>Segment Reporting (Topic 280)</i> | Nov-23 | 2024-25 |
| FASB Accounting Standards Update 2023-08 - <i>Intangibles - Goodwill and Other - Crypto Assets (Subtopic 350-60)</i> | Dec-23 | 2025-26 |
| FASB Accounting Standards Update 2023-09 - <i>Income Taxes (Topic 740)</i> | Dec-23 | 2026-27 |
| FASB Accounting Standards Update 2024-01 - <i>Compensation - Stock Compensation (Topic 718)</i> | Mar-24 | 2026-27 |
| FASB Accounting Standards Update 2024-02 - <i>Codification Improvements - Amendments to Remove References to the Concepts Statements</i> | Mar-24 | 2026-27 |

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the Organization.

Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Financial Position
June 30, 2024

| | Golden Valley River | Golden Valley Orchard | Home Office | Elimination | Total |
|---|------------------------|--------------------------|-------------------|---------------------|---------------------|
| Assets | | | | | |
| Cash and cash equivalents | \$ 364,356 | \$ - | \$ 110,706 | \$ - | \$ 475,062 |
| Accounts receivable | 1,047,577 | 626,801 | - | - | 1,674,378 |
| Accounts receivable - related entities | 30,962 | 29,447 | 158,310 | (218,719) | - |
| Prepaid expenses | 46,048 | 44,695 | 33,895 | - | 124,638 |
| Property and equipment, net | 239 | 1,484 | - | - | 1,723 |
| Total Assets | <u>\$ 1,489,182</u> | <u>\$ 702,427</u> | <u>\$ 302,911</u> | <u>\$ (218,719)</u> | <u>\$ 2,275,801</u> |
| Liabilities and Net Assets | | | | | |
| Liabilities | | | | | |
| Accounts payable - vendors | \$ 90,495 | \$ 86,811 | \$ 25,380 | \$ - | \$ 202,686 |
| Accounts payable - related entities | - | 158,310 | 60,409 | (218,719) | - |
| Accounts payable - grantor governments | 376,386 | 88,135 | - | - | 464,521 |
| Accrued payroll liabilities | - | - | 247,670 | - | 247,670 |
| Unearned revenue | 185,968 | 212,165 | - | - | 398,133 |
| Accrued vacation liability | 82,777 | 81,632 | 29,860 | - | 194,269 |
| Total Liabilities | <u>735,626</u> | <u>627,053</u> | <u>363,319</u> | <u>(218,719)</u> | <u>1,507,279</u> |
| Net Assets | | | | | |
| Without donor restrictions | | | | | |
| Undesignated | 753,317 | 73,890 | (60,408) | - | 766,799 |
| Invested in property and equipment, net of related debt | 239 | 1,484 | - | - | 1,723 |
| Total Net Assets | <u>753,556</u> | <u>75,374</u> | <u>(60,408)</u> | <u>-</u> | <u>768,522</u> |
| Total Liabilities and Net Assets | <u>\$ 1,489,182</u> | <u>\$ 702,427</u> | <u>\$ 302,911</u> | <u>\$ (218,719)</u> | <u>\$ 2,275,801</u> |

See Accompanying Notes to Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Activities
Year Ended June 30, 2024

| | <u>Golden Valley River</u> | | <u>Golden Valley Orchard</u> | | <u>Home Office</u> | <u>Elimination</u> | <u>Total</u> |
|--|---------------------------------------|------------------------------------|---------------------------------------|------------------------------------|---------------------------------------|---------------------------------------|-------------------|
| | <u>Without Donor Restrictions</u> | <u>With Donor Restrictions</u> | <u>Without Donor Restrictions</u> | <u>With Donor Restrictions</u> | <u>Without Donor Restrictions</u> | <u>Without Donor Restrictions</u> | |
| Revenue, Support, and Gains | | | | | | | |
| Local Control Funding Formula (LCFF) sources | | | | | | | |
| State aid | \$ 1,988,803 | \$ - | \$ 2,156,567 | \$ - | \$ - | \$ - | \$ 4,145,370 |
| Education protection account state aid | 434,568 | - | 54,260 | - | - | - | 488,828 |
| Transfers in lieu of property taxes | 888,675 | - | 887,207 | - | - | - | 1,775,882 |
| Total LCFF sources | <u>3,312,046</u> | <u>-</u> | <u>3,098,034</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>6,410,080</u> |
| Federal contracts and grants | - | 132,238 | - | 137,585 | - | - | 269,823 |
| State contracts and grants | 291,224 | 614,984 | 232,124 | 593,186 | - | - | 1,731,518 |
| Local contracts and grants | 41,704 | - | 40,336 | - | 18,877 | - | 100,917 |
| Donations, grants, and fundraising | 12,436 | - | 15,314 | - | 239,306 | - | 267,056 |
| Admin fees | - | - | - | - | 868,863 | (868,863) | - |
| Interest income | 274 | - | - | - | - | - | 274 |
| Net assets released from restriction - | | | | | | | |
| Grant restrictions satisfied | 747,222 | (747,222) | 730,771 | (730,771) | - | - | - |
| Total revenue, support, and gains | <u>4,404,906</u> | <u>-</u> | <u>4,116,579</u> | <u>-</u> | <u>1,127,046</u> | <u>(868,863)</u> | <u>8,779,668</u> |
| Expenses and Losses | | | | | | | |
| Program services expense | 3,571,640 | - | 3,292,054 | - | 89,622 | - | 6,953,316 |
| Supporting services expense | 966,674 | - | 889,267 | - | 1,097,832 | (868,863) | 2,084,910 |
| Total expenses and losses | <u>4,538,314</u> | <u>-</u> | <u>4,181,321</u> | <u>-</u> | <u>1,187,454</u> | <u>(868,863)</u> | <u>9,038,226</u> |
| Change in Net Assets | (133,408) | - | (64,742) | - | (60,408) | - | (258,558) |
| Net Assets, Beginning of Year | 886,964 | - | 140,116 | - | - | - | 1,027,080 |
| Net Assets, End of Year | <u>\$ 753,556</u> | <u>\$ -</u> | <u>\$ 75,374</u> | <u>\$ -</u> | <u>\$ (60,408)</u> | <u>\$ -</u> | <u>\$ 768,522</u> |

See Accompanying Notes to Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Functional Expenses
Year Ended June 30, 2024

| | <u>Golden Valley River</u> | | <u>Golden Valley Orchard</u> | | <u>Home Office</u> | | <u>Elimination</u> | <u>Total</u> |
|--|----------------------------|----------------------------|------------------------------|----------------------------|-------------------------|----------------------------|---------------------|---------------------|
| | <u>Program Services</u> | <u>Supporting Services</u> | <u>Program Services</u> | <u>Supporting Services</u> | <u>Program Services</u> | <u>Supporting Services</u> | | |
| | Educational Programs | Management and General | Educational Programs | Management and General | Educational Programs | Management and General | | |
| Salaries and wages | \$ 1,727,465 | \$ 178,389 | \$ 1,521,393 | \$ 206,131 | \$ 67,277 | \$ 766,963 | \$ - | \$ 4,467,618 |
| Pension expense | 534,037 | 55,148 | 450,694 | 61,064 | 16,137 | 183,961 | - | 1,301,041 |
| Other employee benefits | 205,143 | 21,184 | 188,856 | 25,588 | 1,138 | 12,971 | - | 454,880 |
| Payroll taxes | 65,337 | 6,747 | 55,411 | 7,508 | 5,070 | 57,801 | - | 197,874 |
| Fees for services: | | | | | | | | |
| Management | - | 592,284 | - | 483,982 | - | - | (868,863) | 207,403 |
| Legal | - | 3,920 | - | 265 | - | - | - | 4,185 |
| Audit | - | 7,750 | - | 7,750 | - | - | - | 15,500 |
| Professional consulting | 173,863 | - | 280,647 | - | - | - | - | 454,510 |
| District oversight | - | 32,942 | - | 30,960 | - | - | - | 63,902 |
| Banking and service charges | - | 180 | - | 5 | - | 43,984 | - | 44,169 |
| Advertising and promotion | - | 319 | - | 319 | - | - | - | 638 |
| Information technology | 9,692 | - | 10,148 | - | - | 24 | - | 19,864 |
| Operation and housekeeping | 455 | - | 455 | - | - | - | - | 910 |
| Occupancy | 413,880 | - | 313,218 | - | - | 30,261 | - | 757,359 |
| Conferences, conventions, and meetings | 72,300 | - | 79,036 | - | - | 564 | - | 151,900 |
| Depreciation | 2,864 | - | 1,248 | - | - | - | - | 4,112 |
| Insurance | - | 49,202 | - | 49,202 | - | - | - | 98,404 |
| Other expenses: | | | | | | | | |
| Books and supplies | 306,645 | - | 327,817 | - | - | 877 | - | 635,339 |
| Equipment rental and repair | 8,972 | - | 6,957 | - | - | - | - | 15,929 |
| Student events | 50,987 | - | 56,174 | - | - | - | - | 107,161 |
| Dues and memberships | - | 9,529 | - | 8,906 | - | - | - | 18,435 |
| Miscellaneous | - | 9,080 | - | 7,587 | - | 426 | - | 17,093 |
| Total expenses by function | <u>\$ 3,571,640</u> | <u>\$ 966,674</u> | <u>\$ 3,292,054</u> | <u>\$ 889,267</u> | <u>\$ 89,622</u> | <u>\$ 1,097,832</u> | <u>\$ (868,863)</u> | <u>\$ 9,038,226</u> |

See Accompanying Notes to Supplementary Information

Additional Supplementary Information

Golden Valley Charter Schools for Education Renewal
 Schedule of Average Daily Attendance
 Year Ended June 30, 2024

Golden Valley River

| | Second Period Report | | Annual Report | |
|--------------------------------------|----------------------|----------------|----------------------|----------------|
| | Original 9CDA8A9A | Revised N/A | Original 135046BD | Revised N/A |
| Classroom Based Attendance | | | | |
| Grades TK/K-3 | 122.55 | N/A | 123.02 | N/A |
| Grades 4-6 | 81.21 | N/A | 81.74 | N/A |
| Grades 7-8 | 51.08 | N/A | 51.63 | N/A |
| Total Classroom Based Attendance | 254.84 | N/A | 256.39 | N/A |
| Non-Classroom Based Attendance | | | | |
| Grades TK/K-3 | 27.76 | N/A | 27.63 | N/A |
| Grades 4-6 | 2.18 | N/A | 2.42 | N/A |
| Total Non-Classroom Based Attendance | 29.94 | N/A | 30.05 | N/A |
| Total ADA | 284.78 | N/A | 286.44 | N/A |

Golden Valley Orchard

| | Second Period Report | | Annual Report | |
|----------------------------------|----------------------|----------------|----------------------|----------------|
| | Original A76A623E | Revised N/A | Original A2E8305D | Revised N/A |
| Classroom Based Attendance | | | | |
| Grades TK/K-3 | 139.82 | N/A | 140.13 | N/A |
| Grades 4-6 | 76.98 | N/A | 77.88 | N/A |
| Grades 7-8 | 50.48 | N/A | 50.39 | N/A |
| Total Classroom Based Attendance | 267.28 | N/A | 268.40 | N/A |
| Total ADA | 267.28 | N/A | 268.40 | N/A |

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

Golden Valley Charter Schools for Education Renewal
Schedule of Instructional Time
Year Ended June 30, 2024

Golden Valley River

| <u>Grade Level</u> | <u>Annual Minutes Requirement</u> | <u>Actual Minutes Offered</u> | <u>J-13A Minutes</u> | <u>Total Minutes</u> | <u>Number of Actual Days Offered (Traditional)</u> | <u>J-13A Days</u> | <u>Total Instructional Days</u> | <u>Status</u> |
|---------------------------|-----------------------------------|-------------------------------|----------------------|----------------------|--|-------------------|---------------------------------|---------------|
| Transitional Kindergarten | 36,000 | 36,960 | 0 | 36,960 | 176 | 0 | 176 | Complied |
| Kindergarten | 36,000 | 36,960 | 0 | 36,960 | 176 | 0 | 176 | Complied |
| 1st Grade | 50,400 | 50,820 | 0 | 50,820 | 176 | 0 | 176 | Complied |
| 2nd Grade | 50,400 | 50,820 | 0 | 50,820 | 176 | 0 | 176 | Complied |
| 3rd Grade | 50,400 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 4th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 5th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 6th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 7th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 8th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |

Golden Valley Orchard

| <u>Grade Level</u> | <u>Annual Minutes Requirement</u> | <u>Actual Minutes Offered</u> | <u>J-13A Minutes</u> | <u>Total Minutes</u> | <u>Number of Actual Days Offered (Traditional)</u> | <u>J-13A Days</u> | <u>Total Instructional Days</u> | <u>Status</u> |
|---------------------------|-----------------------------------|-------------------------------|----------------------|----------------------|--|-------------------|---------------------------------|---------------|
| Transitional Kindergarten | 36,000 | 36,960 | 0 | 36,960 | 176 | 0 | 176 | Complied |
| Kindergarten | 36,000 | 36,960 | 0 | 36,960 | 176 | 0 | 176 | Complied |
| 1st Grade | 50,400 | 50,820 | 0 | 50,820 | 176 | 0 | 176 | Complied |
| 2nd Grade | 50,400 | 50,820 | 0 | 50,820 | 176 | 0 | 176 | Complied |
| 3rd Grade | 50,400 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 4th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 5th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 6th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 7th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |
| 8th Grade | 54,000 | 54,780 | 0 | 54,780 | 176 | 0 | 176 | Complied |

See accompanying notes to supplementary information.

Golden Valley Charter Schools for Education Renewal
Schedule of Financial Trends & Analysis
Year Ended June 30, 2024

Golden Valley River

| | Budget 2025 <u>(See Note 1)</u> | <u>2024</u> | 2023 <u>(See Note 1)</u> | 2022 <u>(See Note 1)</u> |
|--|---------------------------------------|-------------------|-----------------------------|-----------------------------|
| Revenues | \$ 3,549,523 | \$ 4,404,906 | \$ 4,371,269 | \$ 2,928,099 |
| Expenses | <u>4,201,581</u> | <u>4,538,314</u> | <u>4,370,267</u> | <u>3,509,059</u> |
| Change in Net Assets | <u>(652,058)</u> | <u>(133,408)</u> | <u>1,002</u> | <u>(580,960)</u> |
| Ending Net Assets | <u>\$ 101,498</u> | <u>\$ 753,556</u> | <u>\$ 886,964</u> | <u>\$ 885,962</u> |
| Unrestricted Net Assets | <u>\$ 101,498</u> | <u>\$ 753,556</u> | <u>\$ 886,964</u> | <u>\$ 885,962</u> |
| Unrestricted net assets as a percentage of total expenses | <u>2.42%</u> | <u>16.60%</u> | <u>20.30%</u> | <u>25.25%</u> |
| Total Long Term Debt | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| ADA at P2 | <u>296</u> | <u>285</u> | <u>287</u> | <u>264</u> |

The School's ending net assets has decreased by \$132,406 (14.94%) over the past two fiscal years. The decrease is in large due to rising costs in the recent years.

Average daily attendance (ADA) has increased by 21 over the past two fiscal years.

Note 1:

AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

- 1) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
- 2) The supplementary information relates to the same period as the financial statements.
- 3) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
- 4) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the School.

Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.

Golden Valley Charter Schools for Education Renewal
Schedule of Financial Trends & Analysis (Continued)
Year Ended June 30, 2024

Golden Valley Orchard

| | Budget 2025 (See Note 1) | 2024 | 2023 (See Note 1) | 2022 (See Note 1) |
|--|--------------------------------|------------------|----------------------|----------------------|
| Revenues | \$ 3,247,933 | \$ 4,116,579 | \$ 3,495,134 | \$ 2,741,168 |
| Expenses | 4,161,899 | 4,181,321 | 3,494,138 | 3,058,887 |
| Change in Net Assets | <u>(913,966)</u> | <u>(64,742)</u> | <u>996</u> | <u>(317,719)</u> |
| Ending Net Assets | <u>\$ (838,592)</u> | <u>\$ 75,374</u> | <u>\$ 140,116</u> | <u>\$ 139,120</u> |
| Unrestricted Net Assets | <u>\$ (838,592)</u> | <u>\$ 75,374</u> | <u>\$ 140,116</u> | <u>\$ 139,120</u> |
| Unrestricted net assets as a percentage of total expenses | <u>-20.15%</u> | <u>1.80%</u> | <u>4.01%</u> | <u>4.55%</u> |
| Total Long Term Debt | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| ADA at P2 | <u>297</u> | <u>267</u> | <u>251</u> | <u>228</u> |

The School's ending net assets has decreased by \$63,746 (45.82%) over the past two fiscal years. The decrease is in large due to rising costs in the recent years.

Average daily attendance (ADA) has increased by 42 over the past two fiscal years.

Note 1:

AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

- 1) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
- 2) The supplementary information relates to the same period as the financial statements.
- 3) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
- 4) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the School.

Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.

See accompanying notes to supplementary information.

Golden Valley Charter Schools for Education Renewal
Reconciliation of Unaudited Financial Report with Audited Financial Statements
Year Ended June 30, 2024

Golden Valley River

| | |
|---|-------------------|
| June 30, 2024 annual financial alternative form net assets: | \$ 748,647 |
| Adjustments and reclassifications: | |
| Understatement of accounts receivables | 9,020 |
| Understatement of fixed assets | (4,113) |
| Rounding | 2 |
| Total adjustments and reclassifications | <u>4,909</u> |
| June 30, 2023 audited financial statements net assets: | <u>\$ 753,556</u> |

Golden Valley Orchard

| | |
|---|------------------|
| June 30, 2024 annual financial alternative form net assets: | \$ 120,123 |
| Adjustments and reclassifications: | |
| Understatement of cash | 154,654 |
| Overstatement of accounts receivables | (36,978) |
| Overstatement of fixed assets | (4,113) |
| Understatement of accounts payable | (158,311) |
| Rounding | (1) |
| Total adjustments and reclassifications | <u>(44,749)</u> |
| June 30, 2023 audited financial statements net assets: | <u>\$ 75,374</u> |

See accompanying notes to supplementary information.

Golden Valley Charter Schools for Education Renewal
Notes to Supplementary Information
Year Ended June 30, 2024

A. Combining Statement of Financial Position

This schedule provides the information by subdivision which combines into the Organization's overall statement of net position, with eliminations for activities between the schools within the Organization.

B. Combining Statement of Activities

This schedule provides the information by subdivision which combines into the Organization's overall statement of activities.

C. Combining Statement of Functional Expenses

This schedule provides the information by subdivision which combines into the Organization's overall statement of functional expenses.

D. Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the Organization's schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs for each school.

E. Schedule of Instructional Time

This schedule provides the information necessary to determine if the Organization's schools have complied with Education Code §47612 & §47612.5 which require the following:

- 1) EC §47612: As a condition of apportionment 175 school days must be offered for traditional calendar. If a multi-track calendar is utilized, each track must offer 175 school days.
- 2) EC §47612.5: As a condition of apportionment the following annual instructional minutes must be offered:
 - To pupils in Kindergarten 36,000 minutes
 - To pupils in grades 1 to 3 50,400 minutes
 - To pupils in grades 4 to 8 54,000 minutes
 - To pupils in grades 9 to 12 64,800 minutes

Compliance with Education Code §47612 involves offering a minimum number of annual instructional minutes as defined by grade level. Non-classroom based charters do not have a requirement for auditing/testing offered instructional minutes, as a result, the offerings are not reported in the schedule of instructional time.

An LEA that closed due to a qualifying emergency in the 2023-24 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The Organization's schools did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

Golden Valley Charter Schools for Education Renewal
Notes to Supplementary Information, Continued
Year Ended June 30, 2024

F. Schedule of Financial Trends and Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the Organization's schools will not be able to continue operations in the next fiscal year. Based upon the information presented, the Organization's schools appear to have sufficient reserves to continue operations for the 2024-25 fiscal year.

G. Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

Other Information

Golden Valley Charter Schools for Education Renewal
Organization Structure
Year Ended June 30, 2024

Golden Valley River [#0946] is a K-8 Charter School and was granted its current charter by the San Juan Unified School District for a five-year period expiring on June 30, 2026, pursuant to the terms of the Charter School Act of 1992, as amended.

Golden Valley Orchard [#1728] is a K-8 Charter School and was granted its current charter by the San Juan Unified School District on July 1, 2017, expiring on June 30, 2024, pursuant to the terms of the Charter School Act of 1992, as amended.

GOVERNING BOARD

| <u>Name</u> | <u>Office</u> | <u>Term and Term Expiration</u> |
|----------------------|---------------|-----------------------------------|
| Katie Gerski-Keller | Chair | Two Year Term Ending June 2025 |
| Meredith Willsen | Vice Chair | Two Year Term Ending June 2025 |
| Adam Errington | Member | Two Year Term Ending June 2025 |
| Stephen Quadro | Member | Two Year Term Ending June 2025 |
| Ekaterina Khmelniker | Member | Two Year Term Ending June 2025 |

ADMINISTRATION

Caleb Buckley
Exucutive Director

Becky Page
Principal - Golden Valley Orchard

Ryan Sutton
Principal - Golden Valley River

Other Independent Auditor's Reports

Independent Auditor's Report on Internal Control Over Financial
Reporting and on Compliance and Other Matters Based on an
Audit of Financial Statements Performed in Accordance with
Government Auditing Standards

To the Board of Directors of
Golden Valley Charter Schools for Education Renewal

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Golden Valley Charter Schools for Education Renewal' (the Organization) which comprise the Organization's statement of financial position as of June 30, 2024, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 9, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses or significant deficiencies. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California
December 9, 2024

Independent Auditor's Report on State Compliance and on
Internal Controls over State Compliance

To the Board of Directors
Golden Valley Charter Schools for Education Renewal

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited Golden Valley Charter Schools for Education Renewal' (the Schools) compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 applicable to the School's statutory requirements identified below for the year ended June 30, 2024.

In our opinion, the Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of their applicable state programs for the year ended June 30, 2024.

Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each applicable state program. Our audit does not provide a legal determination of the Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Schools' state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Schools' compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Schools' internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the Schools' compliance with the state laws and regulations applicable to the following items:

| | Golden Valley River | Golden Valley Orchard |
|--|-------------------------|--------------------------|
| | Procedures Performed | Procedures Performed |
| <u>School Districts, County Offices of Education, and Charter Schools</u> | | |
| T. Proposition 28 Arts and Music in Schools | Yes | Yes |
| U. After/Before School Education and Safety Program..... | N/A | N/A |
| V. Proper Expenditure of Education Protection Account Funds..... | Yes | Yes |
| W. Unduplicated Local Control Funding Formula Pupil Counts..... | Yes | Yes |
| X. Local Control and Accountability Plan..... | Yes | Yes |
| Y. Independent Study - Course Based..... | N/A | N/A |
| Z. Immunizations..... | No | No |
| AZ. Educator Effectiveness..... | Yes | Yes |
| BZ. Expanded Learning Opportunities Grant (ELO-G)..... | Yes | Yes |
| CZ. Career Technical Education Incentive Grant..... | N/A | N/A |
| DZ. Expanded Learning Opportunities Program (ELO-P) | Yes | Yes |
| EZ. Transitional Kindergarten..... | Yes | Yes |
| <u>Charter Schools</u> | | |
| AA. Attendance..... | Yes | Yes |
| BB. Mode of Instruction..... | Yes | Yes |
| CC. Nonclassroom-Based Instruction/Independent Study..... | Yes | N/A |
| DD. Determination of Funding for Nonclassroom-Based Instruction..... | N/A | N/A |
| EE. Annual Instructional Minutes - Classroom Based..... | Yes | Yes |
| FF. Charter School Facility Grant Program..... | N/A | N/A |

We did not perform procedures for Immunizations because the school sites for the District did not appear on the California Department of Public Health list of LEAs that are subject to the audit of immunizations.

N/A – The School did not offer the program during the current fiscal year or the requirement applied to a different type of LEA.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over State Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Audit Guide. Accordingly, this report is not suitable for any other purpose.

El Cajon, California
December 9, 2024

Auditor's Results, Findings & Recommendations

Golden Valley Charter Schools for Education Renewal
Schedule of Auditor's Results
Year Ended June 30, 2024

FINANCIAL STATEMENTS

| | | |
|--|-------------------|-----------------|
| Type of auditor's report issued: | <u>Unmodified</u> | |
| Internal control over financial reporting: | | |
| One or more material weakness(es) identified? | <u> </u> Yes | <u> X </u> No |
| One or more significant deficiencies identified that are not considered material weakness(es)? | <u> </u> Yes | <u> X </u> No |
| Noncompliance material to financial statements noted? | <u> </u> Yes | <u> X </u> No |

STATE AWARDS

| | | |
|--|-------------------|-----------------|
| Type of auditor's report issued on compliance for state programs: | <u>Unmodified</u> | |
| Internal control over applicable state programs: | | |
| One or more material weakness(es) identified? | <u> </u> Yes | <u> X </u> No |
| One or more significant deficiencies identified that are not considered material weakness(es)? | <u> </u> Yes | <u> X </u> No |
| Any audit findings disclosed that are required to be reported in accordance with <i>2023-24 Guide for Annual Audits of California K-12 Local Education Agencies?</i> | <u> </u> Yes | <u> X </u> No |

Golden Valley Charter Schools for Education Renewal
 Schedule of Findings and Questioned Costs
 Year Ended June 30, 2024

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

| Five Digit Code | AB 3627 Finding Type |
|-----------------|--|
| 10000 | Attendance |
| 20000 | Inventory of Equipment |
| 30000 | Internal Control |
| 40000 | State Compliance |
| 42000 | Charter School Facilities |
| 43000 | Apprenticeship: Related and Supplemental Instruction |
| 50000 | Federal Compliance |
| 60000 | Miscellaneous |
| 61000 | Classroom Teacher Salaries |
| 62000 | Local Control Accountability Plan |
| 70000 | Instructional Materials |
| 71000 | Teacher Misassignments |
| 72000 | School Accountability Report Card |

A. Financial Statement Findings

None

B. State Award Findings

None

Golden Valley Charter Schools for Education Renewal
Schedule of Prior Year Audit Findings
Year Ended June 30, 2024

There were no findings in the prior year.

Appendix I: Budget Documents

Golden Valley Orchard FY25-26 Budget

| | CATEGORY | FY2526 |
|----------|---------------------------------------|-----------------------|
| REVENUE | TOTAL ENROLLMENT | 301 |
| | AVERAGE DAILY ATTENDANCE | 281.4 |
| | State LCFF Revenue | 3,376,381 |
| | Federal Revenue | 90,731 |
| | Other State Revenue | 497,666 |
| | Local Revenue | 120,000 |
| | TOTAL REVENUE | 4,084,778 |
| EXPENSES | Certificated Salaries | 1,135,330 |
| | Classified Salaries | 507,541 |
| | Benefits | 709,404 |
| | <i>TOTAL PERSONNEL EXPENSES</i> | <i>2,352,275</i> |
| | Books and Supplies | 277,200 |
| | Services and Other Operating Expenses | 1,427,689 |
| | Capital Outlay | - |
| | Other Outgoing | - |
| | <i>TOTAL OTHER EXPENSES</i> | <i>1,704,889</i> |
| | | TOTAL EXPENSES |
| SUMMARY | SURPLUS\ (DEFICIT) | 27,613.59 |
| | <i>% of Expenses</i> | <i>0.7%</i> |
| | BEGINNING FUND BALANCE | \$ 120,123 |
| | ENDING BALANCE | \$ 147,737 |
| | <i>% of Expenses</i> | <i>4%</i> |

| 26-27 | 27-28 |
|---------------------|---------------------|
| 308 | 318 |
| 288.0 | 297.3 |
| \$ 3,549,832 | \$ 3,790,826 |
| \$ 91,538 | \$ 92,354 |
| \$ 501,031 | \$ 504,270 |
| \$ 120,000 | \$ 120,000 |
| \$ 4,262,401 | \$ 4,507,450 |
| \$ 1,169,390 | \$ 1,204,472 |
| \$ 522,768 | \$ 538,451 |
| \$ 723,592 | \$ 738,064 |
| \$ 2,415,750 | \$ 2,480,986 |
| \$ 282,744 | \$ 288,399 |
| \$ 1,470,520 | \$ 1,470,520 |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ 1,753,264 | \$ 1,758,919 |
| \$ 4,169,013 | \$ 4,239,905 |
| 93,388.12 | 267,545.20 |
| 2.2% | 6.3% |
| \$ 120,123 | \$ 213,511 |
| \$ 213,511 | \$ 481,056 |
| 5% | 11% |

| 28-29 | 29-30 |
|---------------------|---------------------|
| 323 | 330 |
| 302.0 | 308.6 |
| \$ 3,995,494 | \$ 4,115,359 |
| \$ 93,115 | \$ 93,115 |
| \$ 504,388 | \$ 507,660 |
| \$ 120,000 | \$ 120,000 |
| \$ 4,712,997 | \$ 4,836,134 |
| \$ 1,240,606 | \$ 1,347,824 |
| \$ 554,604 | \$ 571,242 |
| \$ 752,825 | \$ 767,882 |
| \$ 2,548,035 | \$ 2,686,948 |
| \$ 294,167 | \$ 300,050 |
| \$ 1,514,635 | \$ 1,514,635 |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ 1,808,802 | \$ 1,814,685 |
| \$ 4,356,837 | \$ 4,501,633 |
| 356,159.24 | 334,500.55 |
| 8.2% | 7.4% |
| \$ 213,511 | \$ 569,670 |
| \$ 569,670 | \$ 904,171 |
| 13% | 20% |



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Caleb Buckley, EdD

January 15, 2025

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE

Our hearts go out to the Waldorf communities in Los Angeles. Two private Waldorf Schools have burned down and the charter school faculty in the region are overwhelmed with caring for family members and dealing with poor air and water quality. For some the loss has been total – school, house, and place of employment. Golden Valley will work with the national associations to provide support to those schools and help them rebuild when they are able to receive our efforts. After the Paradise fire, our whole staff went for a day to volunteer at the Chico School, Blue Oak.

On this agenda is the charter renewal petition for the Orchard School. Special thanks to Jennifer Hoover whose job has focused on this effort for a long time. Upon approval from this board, it will go to the San Juan Unified School District. The board also will accept the annual audit, which had no findings and was given to the state at the deadline in December. Upon the passage of the first interim budget last month, the schools are not working on their multi year budgets. This enrollment season is going to be the most consequential since the pandemic. We need to fill many of our vacancies by the time we open in August or face budget cuts that will be noticeable.

There will also be an oral report on the status of our benefits after open enrollment. In terms of staffing, the River School has struggled to find the right person to fill the RSP position and we just had another contractor who did not work out, so we will keep trying until we find someone we can invest in for the long term. The River families will continue to be served by existing staff.

It is also noteworthy this month that we have had several employees who have lost family members. There is a service on Sunday at the Sacramento Waldorf School for Betty Staley who passed away on January 5th. We also have several employees currently out on leave for bereavement, medical needs, and maternity leave. The good news is that in 4 years, we hope to see many of these new babies coming through the gates of our transitional kindergarten programs!

ACCOUNTABILITY & COMPLIANCE – This month has been busy completing the School Accountability Report Card (SARC) reports for both schools and preparing the Orchard charter document to be submitted to SJUSD later this month.

On or before January 31st, the CDE will be publicly posting growth data on the CA School Dashboard. This data will illustrate student growth on CAASPP over the previous three years.

ORCHARD – In the end of December, Orchard school enjoyed a variety of events. Our annual Winter Gathering provided the opportunity for Orchard School and River school to come together in unity. This event included our Bowls for Peace potluck and bowl exchange. Mr. Phillips and Ms. Oi recited poetry, Ms. and Mr. Jansen provided beautiful live music and children shopped (for free) at the Children’s Store. We had a joyful surprise as the Orangevale parade came down Central Avenue for all at watch. We ended the evening singing our traditional song by candlelight on the blacktop. This traditional celebration brings joy and meaningful memories as we carry our light into the darkest days of the year.

Our multipurpose room is in full use with the girls' and boys' basketball teams, comprised of students from both campuses, practicing after school daily. Games began during the January break and will continue through the middle of February. Check the Community Newsletter for game dates/times and support our student athletes.

Orchard School is proud to hold nominations for the 2024 Best of Orangevale. Nominations include Orchard Campus for Best School, Mrs. Watkins for Best Teacher, Mrs. Page for Best Principal, and Katie Alanis for Best Volunteer. Please visit www.bestoforangevale.com to cast your votes!

RIVER – River school returned from the holiday break rested and ready to take on the challenges that lie ahead. Teachers are currently preparing for their second benchmark assessments of the year. This time our youngest students will be taking part in these assessments. The winter report card entry window is also open as teachers begin their final grades for the winter trimester. Our 8th graders have begun work on preparations for their 8th grade project while the 7th grade Cottonwood class is working on their class play, which was written entirely by the students. Our Golden Valley Eagle athletics has turned its attention to basketball, which began its season over the holiday break with a close defeat to Sac Waldorf. Lastly, we are very excited for our students' incredible artwork which will soon be exhibited at the Crocker Art Museum in Downtown Sacramento. Teresa Thorman, along with Orchard Fine Arts Teacher Taylor DaSilva, have worked tirelessly to compile and curate this exhibit which is sure to shine a light on our incredible student artists as well as our amazing teachers.



| Enrollment and Attendance - Orchard | | | | | |
|-------------------------------------|--------------------|----------------|----------|---------------------------------|---|
| | Current Enrollment | ADA Month 5 | Movement | <i>24/25 Budget Assumptions</i> | |
| TK | 22 | 90 % | | / | / |
| K | 34 | 92 % | | | |
| ABK | 22 | TK 90%/K 94% | | | |
| OBK | 22 | TK 89% / K 92% | | | |
| MBK | 12 | TK 92% / K 86% | | | |
| 1 | 39 | 96 % | | | |
| 2 | 45 | 95 % | +1 | | |
| 3 | 25 | 96 % | | | |
| 4 | 28 | 96 % | | | |
| 5 | 29 | 93 % | | | |
| 6 | 28 | 96 % | | | |
| 7 | 21 | 95 % | | | |
| 8 | 20 | 91 % | | | |
| Total | 291 | 94 % | +1 | | |

| Enrollment and Attendance - River | | | | | | | |
|-----------------------------------|--------------------|------------------|----------|---------------------------------|---|-------------------|------------|
| | Current Enrollment | ADA Month 5 | Movement | <i>23/24 Budget Assumptions</i> | | | |
| TK | 26 | 93 % | (2) | / | / | | |
| K | 38 | 94 % | | | | | |
| CBK | 21 | TK 100% / K 100% | +1 (1) | | | | |
| LBK | 22 | TK 92% / K 98% | | | | | |
| PBK | 21 | TK 94% / K 90% | (1) | | | | |
| 1 | 32 | 96 % | | | | | |
| 2 | 28 | 94 % | | | | | |
| 3 | 26 | 91 % | (1) | | | | |
| 4 | 30 | 96 % | | | | | |
| 5 | 30 | 94 % | | | | | |
| 6 | 27 | 95 % | | | | | |
| 7 | 21 | 90 % | +2 | | | | |
| 8 | 24 | 99 % | | | | | |
| HS 1 | 1 | 100 % | | | | | |
| HS 2 | 4 | 100 % | | | | | |
| HS 3 | 5 | 84 % | (2) | | | <i>Enrollment</i> | <i>ADA</i> |
| HS 4 | 2 | 100 % | | | | | |
| Total | 294 | 94 % | | | | | |

Enrollment - Enrollment is still open for the 2024-25 school year. We have recorded Parent Information Meetings available for prospective families that are interested in applying. We will continue to accept applications and make offers for enrollment when there is an open seat in a class.

Outreach - Up to 32 local Waldorf-inspired and play-based preschools have received invitations to sign up for upcoming Parent Information Meetings during GVCS Open Enrollment for 2024-25. Sign-ups are also available for prospective families through GVCS social media accounts and Eventbrite. These Waldorf-inspired and play-based preschools, as well as families that have RSVP'd for our PIM's will receive invitations to our next festival, Journey Around the World at the Orchard School.

Our 2025-26 Open Enrollment period opened on January 1, 2025. Open Enrollment will close on Friday, February 29 at midnight. All applications received during the Open Enrollment period will receive qualifying priorities and will be included in the Open Enrollment Lottery Pool taking place Wednesday, March 12, 2025. We have scheduled Parent Information Meetings (PIM) available both in-person and virtually. New for the 2025-26 school year, children turning four years old by September 1, 2025, are eligible for Transitional Kindergarten.

2025-26 Parent Information Meetings:

GV Orchard School
January 13, 27 and February 3 (In-Person)

GV River School
January 15, 29 and February 9 (In-Person)

GV River Home Study Hybrid
January 22 (Virtual)
February 11 (In-Person)

GV River & GV Orchard
February 6 (Virtual)



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

- Posting Actively on Social Media to keep followers engaged
- Open Enrollment Marketing Jan - March
 - Cap Radio ads
 - Social Media ads
 - Post card at the Crocker Art Museum
 - Parent Information Meetings on Social Media

Outreach

- All student art from 1st - 8th grade selected by the art teachers is going to be on display in the Education & Community gallery at the Crocker Art Museum from January 16th through March 23rd 2025
 - They will host an art reception that is free to the public on Sunday, March 16 at 1pm - 3pm
 - Our River School Art Teacher Teresa Thorman will present a 50-minute lecture
 - Our Development Manager will meet with their development team to discuss an event or more access to the Crocker Art Museum for donors. As well as connect with their donors.

Communications

- ParentSquare Groups for Crocker Art team, Gala Committee, PC & GVEF
- Time, Talent, and Treasure Campaign -Tri-fold, video communications from principals and other staff and faculty presented through ParentSquare
- Campaign message focused on attendance, volunteering, serving a committee, and donating directly to the Annual Giving Campaign
- Principal Videos about engagement for Time & Talent on ParentSquare

Development

ANNUAL GIVING CAMPAIGN

- Week of Giving Campaign began on the Tuesday after Thanksgiving break.
 - Why I Give logo created with parent and staff testimonials of why they give to the school each day for the Week of Giving
- Earnie the Eagle has visited three classes. Top percentage increase class for each school announced at Friday Gathering each month.
- Twice a month, the teachers receive a communication of their class percentage and tips on what to communicate to their families to engage them with giving to the school

FUNDRAISING with GVEF

- GVEF meetings are focused on the upcoming Art Auctions and Gala.
 - Subcommittee for the Gala meet once a month.

- GVEF mixer scheduled for 1/21 @ 5:30pm – 6:30pm
- Gala Committee will meet afterwards to fine tune roles needed, room layout and logistics.
 - Gala group will break out into décor team, auction team, and ticket sales and check-in teams.
- A volunteer need for the Gala will be communicated on ParentSquare a month before the gala

| SCHOOL | Donors/Household Participation % | YTD Rec'd (FY24/25) | Projected AGC Receivables 24/25 FY End | Goal |
|------------------|----------------------------------|---------------------|--|------------------|
| GVOS | 144/291 | \$29,185 | | \$100,000 |
| GVRS | 194/296 | \$45,891 | | \$100,000 |
| General Donation | n/a | \$1,493 | | -- |
| Total | 338/587 | \$76,569 | \$125,569 | \$200,000 |

25TH ANNIVERSARY
Gala & Auction
PROM NIGHT

March 8th, 2025 • 6-10 PM
 Folsom Community Center

GOLDEN VALLEY CHARTER SCHOOLS

For more details, visit goldenvalleycharter.org/Events

CROCKER ART MUSEUM
GVCS ART GALLERY EXHIBIT

GOLDEN VALLEY CHARTER SCHOOLS
25 YEARS
1999-2024

JAN 13 - MARCH 23, 2025

GOLDEN VALLEY STUDENTS 1ST-8TH PRESENT THEIR EXPLORATION OF A VARIETY OF ARTISTIC MEDIUMS, INCLUDING CRAFTS, WET-ON-WET PAINTING, CHARCOAL, GRAPHITE, AND PASTELS.

ARTIST RECEPTION
SUN. MARCH 16, 2025

FREE LECTURE ON A CHILD'S CHANGING CONSCIOUSNESS THROUGH ART BY TERESA THORMAN

FREE ADMISSION DURING RECEPTION
3/16/25

